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ABSTRACT

Intended for use in a four-semester occupational child care program for 11th- or 12th-grade and adult students, this curriculum guide provides instructional materials covering basic information and skills for operating a child care center or a family day care home. It includes 4 sections and 23 instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges which are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section 1, Management of Center Operations, contains four units: Personnel and Center Policies, Record Keeping, Governmental Regulations, and Health, Safety, and Sanitation. The five units in section 2, Program Planning, are Types of Programs, Environmental Design, Unit Planning and Scheduling, Enrichment, and Parent/Teacher and Community Relations. Section 3, Children's Activities, includes 11 units: Value of Play, Fostering Creativity Through Play, Toys and Play Equipment, Art, Music, Children's Literature, Science, Math, Social Studies/Career Awareness, Games, and Transitional Activities. Section 4, Special Needs Children, contains three units: Types and Characteristics, Self-Concept Needs and Activities, and Working with Parents. (YLB)

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ED226168

Child Care: Volume II

VOCATIONAL HOME ECONOMICS EDUCATION

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1975

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CHILD CARE: VOLUME II

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FOREWORD

We believe the most effective way to improve vocational education is through the development and utilization of a good, sound instructional materials delivery system. We feel that *Child Care: Volume II* will improve program uniformity, set minimum program standards, and provide means for higher levels of student and teacher accountability.

Child Care: Volume II is designed for eleventh- and twelfth-grade occupational child care students. This in-depth study is designed to provide basic knowledge of child development and to develop skills necessary to care for children. In Volume II, attention is focused on Management of Center Operations, Program Planning, Children's Activities, and Special Needs Children.

The instructional materials in *Child Care: Volume II* are developed for use in a four semester occupational child care program. It is believed that this in-depth curriculum will afford each home economics teacher an opportunity to increase students' skills for possible employment in this area. As teachers use these materials in the classroom, the student will be prepared to assume the role as a wage earner in the child care industry. It is our belief that the total vocational home economics program will become more effective through its use.

Francis T. Tuttle, Director
Oklahoma State Department of
Vocational and Technical Education

Joyce Thompson, State Supervisor
Home Economics Education

PREFACE

Children are society's most valuable resource. The need for quality Child Care programs is critical. Not only do parents often suffer guilt feelings as they arrange for child care outside the home, but they often find it difficult, if not virtually impossible, to locate suitable child care facilities and child caregivers.

The number of mothers joining the U.S. labor force is rapidly on the rise. Over fifty-six percent of mothers have already entered the job market and it is predicted that by 1990, the figure will reach about sixty-five percent. Statistics are not available indicating the number of single parent fathers who face the child care predicament.

The purpose of *Child Care: Volume II* is to provide a tool for training students to give children the best care possible. The information in *Child Care: Volume II* is designed to equip students with basic information and skills for operating a child care center or a family day care home. Skill areas range from record keeping to planning activities.

Child Care: Volume II is intended to serve as a basic core from which the teacher needs to motivate, localize, and personalize to teach a four semester course for eleventh- or twelfth-grade students and adult students.

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USE OF THIS PUBLICATION

Instructional Units

Child Care: Volume II includes four sections and twenty-three instructional units. A standard format was established in 1970 for the development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching-learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills which must be demonstrated
  1. Supplies and equipment needed
  2. Amount of practice needed
  3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material.

A. Name--The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify--The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle which could be used to solve problems or perform a task

D. Apply a rule--The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe--The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more which are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order--The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct--The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: Demonstrate is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect

The objectives should be provided for students and stressed throughout the teaching-learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may be also used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

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Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching-learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. It is recommended that teachers stand away from the overhead projector when discussing transparency material to avoid speaking too loudly.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided, when appropriate, and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instruments in job sheets are not in order of use. This should be taught in the classroom. In this way, students will not depend entirely on job sheets for instrument setup.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet accordingly to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

An additional part of the job sheet was added due to the need for a consistent format to assist teachers in evaluating job skills. This part of the job sheet is a checklist that can be used in several ways. After the teacher has covered the procedure and has demonstrated the skill, the student may then take the job sheet into the clinical laboratory practice area. Students may evaluate each other's performance by marking the Performed Well or Needs Improvement boxes in pencil. When the student feels that he or she is ready to perform the procedure for the instructor, the boxes may be checked in ink by the teacher and comments may be added.

The faculty should agree upon the critical steps of the skill and the value of each step if a grade is to be given. The checklist may have to be adapted to local policies and procedures. Steps that do not apply to your particular area may be omitted or marked N/A (non-applicable).

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test--eighty-five percent in most units--may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each question. The final unit grade should be obtained by using the paper/pencil score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Child Care: Volume II* has been abbreviated CC II. The units are then numbered consecutively within each section. An example of a page number is CC II - 1-A. Since CIMC publications are loose-leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

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Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the students always new. Some teachers ask students to furnish a three-ring binder for the units while studying a particular unit. This is more convenient for taking the materials home to study. Each unit is then placed in the larger binders upon its completion. The large binders may be purchased at cost from the CIMC. Some teachers have stored the materials by units in filing cabinets or boxes until needed for use. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. The tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

PERSONNEL AND CENTER POLICIES
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to develop employment policies and design an operation manual. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

1. Match terms associated with job descriptions of child care workers to the correct definitions.
2. List essential personnel policies for a child care center.
3. Select from a list rules of telephone etiquette and of recording messages.
4. Distinguish between procedures for the child's adjustment.
5. Discuss policies for child care routines.
6. State daily housekeeping tasks.
7. Select from a list guidelines for scheduling personnel in a child care center.
8. State reasons for a center and personnel handbook.
9. Match section topics for a personnel policy handbook to their correct descriptions.
10. Match section topics for a center policy handbook to their correct descriptions.
11. Discuss benefits of a chart for staff assignments.
12. Discuss benefits of a chart of responsibilities.
13. Write a job description.
14. Record information related to policy.
15. Develop a personnel policy and a center policy handbook.
16. Record a telephone message.

PERSONNEL AND CENTER POLICIES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials planned to supplement unit--Filmstrip teaching kits

1. *Child Care and Development Today.* Color 35mm filmstrip and audio cassette, nine minutes, *Parents' Magazine*, 1977. Available from *Parents' Magazine*, 52 Vanderbilt Avenue, New York, New York 10017.

2. *The Caregiver's Task.* Color 35mm filmstrip and audio cassette, nine minutes, *Parents' Magazine*, 1977. Available from *Parents' Magazine*, 52 Vanderbilt Avenue, New York, New York 10017.

B. Make transparencies.

C. Provide students with objective sheet.

D. Provide students with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Develop appropriate learning activities for special needs students.

H. Assign students to correspond with the Federal Wage and Hour Division of the Department of Labor, State Worker's Compensation, Equal Employment Opportunity Commission, and Social Security. Have students request materials for resources about the legal contents of personnel policies being designed by the student in Assignment Sheet #3. Addresses for these agencies may be found in the phone book or from the local employment office.

I. If possible obtain *Oklahoma Training for Child Care Careers* training packet, "Level I: Orientation to Child Care Unit."

J. Inform students that the handbook developed in this unit is an important step in planning for a child care business. Other skills and plans will be developed in other units, and if all plans are kept, most planning needed to open a business will have been done at the end of this course.

K. Allow students to complete Assignment Sheet #3 in a group and provide students examples of policy books.

L. Give test.

M. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency masters
    1. TM #1--Suggested Organizational Chart
    2. TM #2--Staff Assignment Chart
    3. TM #3--Responsibility Chart
- E. Assignment sheets
    1. Assignment Sheet #1--Write a Job Description
    2. Assignment Sheet #2--Record Information Related to Policy
    3. Assignment Sheet #3--Develop a Personnel Policy and Center Policy Handbook
    4. Assignment Sheet #4--Record a Telephone Message
- F. Answers to assignment sheets
- G. Test
- H. Answers to test

III. Unit references

- A. Draper, Mary Wanda, and Draper, Henry E. *Caring For Children*, rev. ed. Peoria, Illinois: Charles A. Bennett Co., Inc., 1979.
- B. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.
- C. Cherry, Clare; Harkness, Barbara, and Kuzma, Kay. *Nursery School and Day Care Center Management Guide*. Belmont, California: Fearon Pitman Publishers, Inc., 1978.
- D. Pamphlet--*Child Development Laboratories Policy Manual*. Department of Family Relations and Child Development, Division of Home Economics. Stillwater: Oklahoma State University, n.d.

PERSONNEL AND CENTER POLICIES
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Center director--Person legally responsible for, or hired by a legally responsible person or agency, for the total program and service for a child care center

  B. Lead teacher--Person responsible for implementing daily activities for children in accordance with the policies and philosophy of the child care center

  C. Assistant teacher--Person who assists the teacher in planning and implementing the daily program

  D. Child care aide--Person who assists teacher or assistant teacher; person who helps with children's activities

  E. Volunteer--Unpaid person who provides supplementary service under the direction of staff members

  F. Cook--Person who plans, prepares, and serves nutritious and attractive food for children

  G. Worker's compensation--Law which provides that a worker may be entitled to medical and income benefits at the expense of the employer if he or she is injured on the job

  H. Probationary status--Trial period for a certain length of time to see if someone is suited for a job

  I. Permanent status--Employment lasting, or intended to last, a long time

  J. Termination of employment--Discontinuation of employment of a worker

  K. Policy--Principle, plan, or course of action pursued by an organization or individual

  L. Staff orientation--Familiarization of personnel with child care center standards and specific responsibilities of personnel

II. Essential personnel policies for a child care center (Assignment Sheets #1, #2, and #3)

  A. Salary

  (NOTE: With a salary policy, there would be no question when employees would get raises in salary.)

  B. Vacation pay

INFORMATION SHEET

C. Job description (Assignment Sheet #3)

(NOTE: This prevents an employer from asking an employee to do a job that he or she was not hired for, such as a teacher driving a bus.)

D. Sick and personal leave

(NOTE: This allows the employee to know the exact number of days he or she may be off work without losing pay.)

E. Periods and hours of employment

(NOTE: This would allow the employee to know the exact time to come to work and to leave. In most cases when an employee works over 40 hours, she or he is entitled to time and one-half pay for the amount worked over 40 hours.)

III. Rules of telephone etiquette and of recording messages (Assignment Sheet #4)

A. Answer the call pleasantly and promptly

B. Use proper identification

EXAMPLE: "Good morning, Ann's Child Care Center, this is Diann speaking."

C. Record clearly the purpose of the call and relay the message to the correct person

D. Use the telephone in the child care center for business only

E. Write correct information when taking messages

(NOTE: This may include name of person calling and name of the company, if there is one; the number of the person calling so the call can be returned; take any message that is given; record the time and date of the call.)

IV. Procedures for the child's adjustment

A. Before the child's first day

1. Have parent discuss child care center with child
2. Suggest that parent arrive early so that the child may get acquainted in a small group
3. Record necessary information

B. On the child's first day

1. Inform child that parent will be leaving shortly
2. Suggest that parent leave if child seems satisfied
3. Encourage parent of unhappy child to stay for a brief time

INFORMATION SHEET

C. After the child's first day

1. Assist child in developing independence

2. Take child's hand to give secure feeling

3. Suggest that child help in an activity to get acquainted

EXAMPLE: Pass out construction paper

V. Policies for child care routines

(NOTE: These are the means through which security is provided and through which a child learns good habits of self-direction.)

A. Sleep and rest

1. Rest and sleep are necessary for good health and continuous growth in young children

2. Children of nursery school age need a morning rest period and an afternoon rest period

(NOTE: Children in a group tire more easily than one or two children playing alone or at home.)

3. Adequate preparation is needed for a successful sleep or rest period

4. Active and quiet periods should be planned

B. Toileting

1. Provide regular periods of toileting for younger children

2. Keep a record of all bowel movements

3. Maintain a pleasant matter-of-fact attitude

4. Do not shame the child because of an accident

5. Recognize and respect the child's terminology for elimination

C. Washing

1. Have all children wash hands and face just before noon meal

2. Have all children wash hands and face again before going home

3. Have them also wash hands after toileting, after using clay, or as needed

4. Have children wash hands under running water whenever possible

INFORMATION SHEET

5. Hang mirror at eye level for children

   (NOTE: Children love to admire themselves.)

D. Eating

1. Plan nutritious meals and snacks

   (NOTE: Check with licensing guidelines for food requirements.)

2. Be sure food is properly cooked and attractively served

3. Consider cultural, religious, and ethnic backgrounds

4. Children and caregivers should be seated comfortably at mealtime

5. Do not keep children waiting after they have finished eating

6. Do not expect children of nursery age to have formal table manners

7. Let children serve and feed themselves as much as possible in a family style setting

8. Be aware of food allergies and/or special needs

E. Dressing

1. Emphasize the importance of comfortable and easy-to-clean clothes for children attending nursery school

2. Allow children to assist in dressing themselves as soon as they are willing to do so

3. Let children dress in front of full length mirrors to create a positive self-concept

4. Encourage children to accept responsibility for clothing and personal items

VI. Daily housekeeping tasks

A. Clean bathrooms

B. Replenish all paper products

C. Mop kitchen floor after meal preparation

D. Sweep all floors daily or as needed

E. Vacuum all carpeted areas

F. Wet-mop all non-carpeted areas daily or as needed

INFORMATION SHEET

G. Dust furniture, equipment, and toys

H. Wash and disinfect dirty surfaces of equipment and toys

I. Wash trash cans and outside garbage containers daily or as needed with disinfectant, even when using liners

J. Empty trash cans daily or more often if necessary

K. Wash and change filters in vent hoods, air conditioners, and furnaces as necessary

L. Clean range daily and oven as necessary

M. Check shelves, storage areas, and drawers in kitchen daily and thoroughly clean once a week

N. Keep refrigerator clean

O. Pick up papers and trash from play yards

P. Sweep sidewalks and porches

Q. Dispose of soiled diapers properly

(NOTE: Refer to licensing guidelines.)

R. Clean and disinfect animal cages and/or fishbowls or aquariums

VII. Guidelines for scheduling personnel in a child care center

A. Consider staff ratio needs as dictated by current licensing regulations

EXAMPLES: Less supervision may be needed at nap time; more supervision during mid-morning

B. Consider day's activities

(NOTE: Schedule sufficient help for activities such as finger painting or study tours.)

C. Consider potentially hazardous activities

EXAMPLES: Swimming lessons; walking study tour

D. Provide two 15-minute breaks in an eight-hour workday

E. Consider individual needs and emergencies of employees

EXAMPLES: Doctor's appointment; transportation for own children; professional improvement classes

INFORMATION SHEET

VIII. Reasons for a center and personnel handbook (Transparency #1)

- A. Provides guidelines for parents
- B. Helps staff be consistent
- C. Explains purpose and goals of center
- D. Explains educational philosophy
- E. Explains center policies

  EXAMPLES: Discipline; days of operation; arrival-departure time
- F. Minimizes conflicts between parents and school or between director and staff
- G. Saves time in answering questions
- H. Insures parents' rights
- I. Gives chain of command or organization (Transparency #1)

IX. Section topics for a personnel policy handbook (Assignment Sheet #3)

- A. Statement of purpose--Discusses the overall goals of the center
- B. Employment--Basis on which employees are hired, such as personal and professional qualifications, equal opportunity
- C. Probationary period--Time until the employee earns permanent status
- D. Physical examination--States requirements for medical evaluation
- E. Personnel records and references--Discusses employee information, job performance, and salary range

  (NOTE: This information is confidential.)
- F. Working hours--Discusses the work time for full-time employees and permanent part-time employees
- G. Performance evaluation--Discusses quality of employee's work
- H. Overtime--Discusses pay policy for working more than the normal work schedule
- I. Worker's compensation--Discusses insurance benefits for employees if they are injured on the job
- J. Insurance benefits--Discusses health and medical information
- K. Holidays--Lists special days an employee is off work

INFORMATION SHEET

L. Sick leave--Discusses the amount of days a person can be absent from work without losing pay

M. Vacation--Discusses leave time and when it can be taken, with or without pay

N. Grievances--Discusses how staff members may talk about problems

O. Promotions--Tells how to progress from one job level to the next job level

P. Termination of employment--Discusses employer's policy for releasing an employee

X. Section topics for a center policy handbook (Assignment Sheet #3)

A. Statement of center policy--Information provided to parents about program and child care

B. Program--Developmental play activities or routines for children that accomplish the specific goals of the center

(NOTE: Program is everything that happens to children from the time they enter the center until they leave.)

C. Operational procedures--Center rules concerning days and hours the center is open, arrival and departure time, and attendance

D. Public relations--Center policies on communication through parent conference, participation, home visits, and child's first visit to center

E. Health--Center policy identifying center and parents' role regarding physical examinations, child abuse inspections, isolation of an ill child, emergency and medication procedures, and outdoor play requirements

F. Clothing requirements--Policy on dress for active play, and which promotes free exploration and experimentation with many kinds of materials in existing weather conditions

G. Fees and refunds--Policy on charges, circumstances for payment returns and due dates, and notification of absences

EXAMPLES: Rates may be charged for full-time or half-time, and may be calculated on a payment plan

H. Adjustment period--Policy to follow before child's first day, on the first day, and on succeeding days until child is comfortable in the center's environment

INFORMATION SHEET

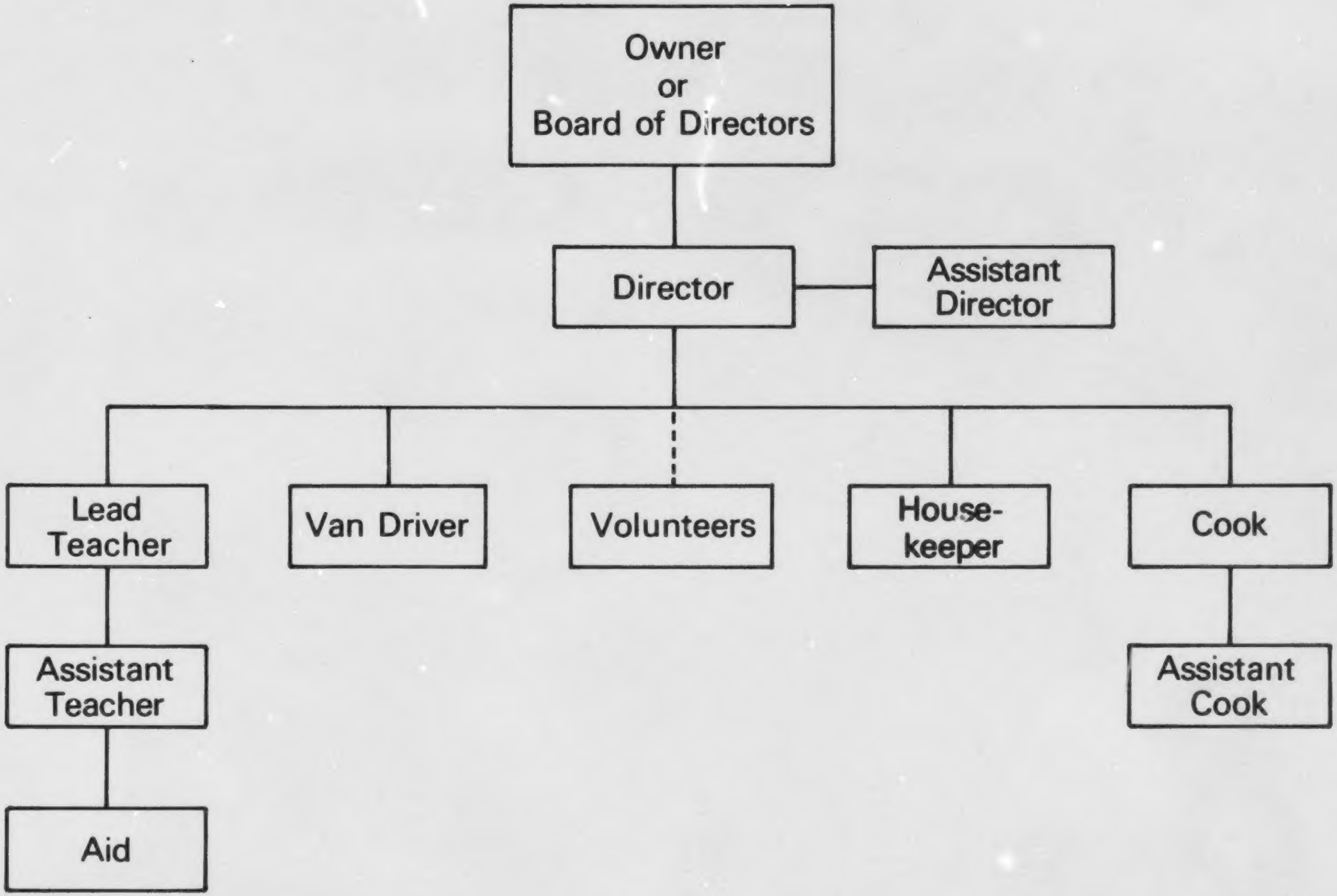
XI. Benefits of a chart for staff assignments (Transparency #2)

- A. Shows number of staff during any time period
- B. Allows for easy detection if substitute is needed
- C. Shows quick indication of assignments for worker
- D. Documents staff assignments for future reference
- E. Helps detect over or under-staffing and ways to cut staff cost

XII. Benefits of a chart of responsibilities (Transparency #3)

- A. Provides list of jobs to be done
- B. Keeps track of each person's responsibilities
- C. Makes job rotation easier
- D. Promotes harmony among workers

Suggested Organizational Chart


Owner
or
Board of Directors
Director
Assistant Director
Lead Teacher
Van Driver
Volunteers
Housekeeper
Cook
Assistant Teacher
Assistant Cook
Aid

Staff Assignment Chart

Day:______________ Date:______________

Name	7:00-8:00	8:00-8:30	8:30-9:00	9:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	Total*
Susan	✓	✓	✓	✓	Lunch		✓	✓					6x
Mike	✓	✓	✓	✓	Lunch		✓	✓					6x
Linda		✓	✓	✓	✓	Lunch		✓	✓	✓	✓		8-
Lynne		✓	✓	✓	✓	✓	✓						5-
Kim			✓	✓	✓	✓	✓						4½-
Jerri			✓	✓	Lunch →			✓	✓	✓	✓	✓	8-
David			✓	✓	✓	✓							4-
Robin			✓	✓	✓	✓							4-
Sarah			✓	✓	✓	Lunch		✓	✓				5½-
Debbie					✓	✓	✓	✓	✓	✓			4½x
Diane					✓	✓	✓	✓	Lunch	✓	✓	✓	5½x
Steve						✓	✓	✓	✓	✓	✓		5x
Cindy			✓	✓	✓	✓	✓						4½x
Parent													
Parent (Myers)				✓	✓								③
Parent (Miller)				✓	✓								③
Parent (Patton)				✓	✓								③
Parent (Truitt)				✓	✓								③
Student (Terresa)		✓	✓	✓	✓								④
Student (Melissa)				✓	✓	✓	✓						④
Student (Andy)					✓	✓	✓						③
Student (Ann)									✓	✓	✓	✓	④
Substitute													
Other													
Total Staff	2	5	11	16	16	10	10	8	6	6	5	3	
Total Children	18	32	32	93	93	68	68	52	50	56	48	21	

*x = Hourly wage – = Salary
○= Non-payroll ✓ = Present

TM #2

CC II - 15-A

Responsibility Chart

Director	Assistant Director	Teacher	Assistant Teacher	Cook	Van Driver	Aid
Check toilets and washbasins for cleanliness	Clean up juice and snacks	Prepare paints and paper for art project	Clean up paint supplies	Prepare juice and snacks	Prepare refreshment tray and coffee for parent meeting	Check walks and entrances for trash

(Note: This chart could be for one day or one week. Jobs should be rotated when a new chart is planned.)

PERSONNEL AND CENTER POLICIES
UNIT I

ASSIGNMENT SHEET #1--WRITE A JOB DESCRIPTION

NAME ______________________________ SCORE ______________

If you are director of a child care center, you may be responsible for writing job descriptions. This is very important to the employee because it lets the employee know exactly what the job includes. Knowing exactly what one's job duties are and performing them will help achieve better employee evaluation. In writing job descriptions, include specific duties that the employee should perform.

Read the following job description for a lead teacher. Using additional references, write a job description for an assistant teacher.

JOB DESCRIPTION FOR A LEAD TEACHER

Function of Job

Plans daily program of activities in advance, supervises children and responds to their needs for nurturance and guidance.

Supervision Given and Received

Work is supervised by the director of the center. The lead teacher supervises the work of the group aide and the carryng out of the program with the children.

Work Performed

(NOTE: Other duties may be required.)

Attends staff conferences.

Participates in planning for the center program.

Interacts with children, responds to their needs, gives guidance, sets and maintains limits.

Works with aide in setting up the playroom and playground for activities.

Works with children and aids in keeping room in order and in cleaning up work area during the day.

Eats with a group of children and supervises mealtime activities.

Informs parents of child's progress or of unusual activities.

Notifies director when supplies are needed.

Keeps inventory of equipment.

Minimum Training and Experience

Completion of training from a certified child care training facility. Must be willing to attend pre-service and in-service training as arranged by the center.

ASSIGNMENT SHEET #1

JOB DESCRIPTION FOR AN ASSISTANT TEACHER

Function of Job

Supervision Given and Received

ASSIGNMENT SHEET #1

Work Performed

Minimum Training and Experience

PERSONNEL AND CENTER POLICIES
UNIT I

ASSIGNMENT SHEET #2--RECORD INFORMATION RELATED TO POLICY

NAME ______________________ SCORE __________

A policy handbook is written so employees and the employer will know what is expected of them. Most child care centers have policies on such items as break time, hours of operation, and salary.

Visit a local child care center if possible or interview an employee of a child care center and record the center's policy on the following items.

A. Hours of operation

____

____

____

B. Staff meeting

____

____

____

C. Termination notice

____

____

____

D. In-service or pre-service training for one of the following

1. Cook-- ____________________
2. Teacher-- ____________________
3. Teacher's aid-- ____________________

E. Breaks

____

____

____

ASSIGNMENT SHEET #2

F. Adult-child ratio
   1. Infants--
   2. One other age group--

G. Medical and health requirements

H. Substitutions

I. Dress code

J. Reimbursements

K. Holidays and vacations

L. Leave of absence

PERSONNEL AND CENTER POLICIES
UNIT I

ASSIGNMENT SHEET #3--DEVELOP A PERSONNEL POLICY AND CENTER POLICY HANDBOOK

NAME ______________________ SCORE __________

PART I

When a child care center has written rules and policies for employees to follow there should be no question about what is expected of the employee in areas such as overtime, sick leave, and vacation time.

Using your own paper, develop a personnel policy handbook, including a front cover and table of contents. Use a licensing regulations handbook provided by your teacher as a guide. You may want to use the section topics listed in the Information Sheet.

PART II

A child care center that has written policies for parents to read has fewer misunderstandings about things such as payment of fees and opening and closing hours. This policy manual should be given to parents when the child is enrolled in the center.

Using your own paper, develop a center policy handbook. Include a front cover and table of contents. Use a licensing regulations handbook and a center policy handbook provided by your teacher as a guide.

(NOTE: You may want to use the section topics listed in the Information Sheet.)

PERSONNEL AND CENTER POLICIES
UNIT I

ASSIGNMENT SHEET #4--RECORD A TELEPHONE MESSAGE

NAME ______________________ SCORE ____________

As a child care center employee, answering the telephone may be your job. Answer it promptly, get correct information, and deliver the message to the proper place or person.

EXAMPLE:

IMPORTANT MESSAGE

FOR Mrs. Johnson, Teacher

DATE June 23 TIME 9:30 [✓ A.M.] P.M.

WHILE YOU WERE AWAY

Mr. Sellers

OF Diaper Service, Inc.

PHONE NO. 553-7481

TELEPHONED	✓	PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL			

MESSAGE Four dozen diapers were left out of the order

SIGNED Vonda Miller

ASSIGNMENT SHEET #4

Using a toy telephone, real telephone, or by pretending, record a telephone message. Choose a partner from the class and record the message given you on the form provided. Then switch roles and give your partner a message.

TELEPHONE MESSAGE

IMPORTANT MESSAGE

FOR ______________________________

DATE ______________ TIME __________ A.M. P.M.

WHILE YOU WERE AWAY

M ______________________________

OF ______________________________

PHONE NO. ______________________________

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RUSH	
RETURNED YOUR CALL			

MESSAGE ______________________________

____

____

____

SIGNED ______________________________

PERSONNEL AND CENTER POLICIES
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of.the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

PERSONNEL AND CENTER POLICIES
UNIT I

TEST

NAME______________________________ SCORE _______________

1. Match terms associated with job descriptions of child care workers to the correct definitions. Write the correct numbers in the blanks.

_____a. Person responsible for implementing daily activities for children in accordance with the policies and philosophy of the child care center

_____b. Person legally responsible for, or hired by a legally responsible person or agency, for the total program and service for a child care center

_____c. Unpaid person who provides supplementary service under the direction of staff members

_____d. Person who assists teacher or assistant teacher; person who helps with children's activities

_____e. Person who assists the teacher in planning and implementing the daily program

_____f. Person who plans, prepares, and serves nutritious and attractive food for children

_____g. Trial period for a certain length of time to see if someone is suited for a job

_____h. Law which provides that a worker may be entitled to medical and income benefits at the expense of the employer if he or she is injured on the job

_____i. Employment lasting, or intended to last, a long time

_____j. Principle, plan, or course of action pursued by an organization or individual

_____k. Discontinuation of employment of a worker

_____l. Familiarization of personnel with child care center standards and specific responsibilities of personnel

1. Lead teacher
2. Center director
3. Assistant teacher
4. Cook
5. Volunteer
6. Child care aide
7. Permanent status
8. Probationary status
9. Worker's compensation
10. Termination of employment
11. Staff orientation
12. Policy

TEST

2. List four essential personnel policies for a child care center.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Select from the following list rules of telephone etiquette and of recording messages. Mark each correct answer with an "X."

______a. Answer the call pleasantly and promptly

______b. Always give information about children

______c. Use proper identification

______d. Record clearly the purpose of the call and relay the message to the correct person

______e. Use the telephone in the child care center for business only

______f. Accept long-distance collect calls

______g. Write correct information when taking messages

4. Distinguish between procedures for the child's adjustment. Write a "B" for what should be done before the child's first day, an "F" for the first day, and an "A" for what should be done after the first day in the blanks.

______a. Have parent discuss child care center with child

______b. Assist child in developing independence

______c. Suggest that parent leave if child seems satisfied

______d. Suggest that parent arrive early so that the child may get acquainted in a small group

______e. Encourage parent of unhappy child to stay for a brief time

______f. Take child's hand to give secure feeling

______g. Suggest that child help in an activity to get acquainted

______h. Record necessary information

______i. Inform child that parent will be leaving shortly

TEST

5. Discuss policies for child care routines.

   a. Sleep and rest-- ______

   b. Toileting-- ______

   c. Washing-- ______

TEST

d. Eating-- ______________________________

e. Dressing-- ______________________________

6. State six daily housekeeping tasks.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________
f. ______________________________

TEST

7. Select from the following list guidelines for scheduling personnel in a child care center. Write an "X" in the blank before each correct answer.

______a. Consider individual needs and emergencies of employees

______b. Consider number of square feet in the center

______c. Consider day's activities

______d. Do not hire males to work with children

______e. Consider potentially hazardous activities

______f. Provide two 15-minute breaks in an eight-hour workday

______g. Consider staff ratio needs as dictated by current licensing regulations

______h. Assign responsibilities as employee comes to work

8. State five reasons for a center and personnel handbook.

a. ____

b. ____

c. ____

d. ____

e. ____

9. Match section topics for a personnel policy handbook to the correct descriptions. Write the correct numbers in the blanks. (Topics and descriptions are continued on the next page.)

______a. Discusses the overall goals of the center

______b. Time until employee earns permanent status

______c. Discusses employee information, job performance, and salary range

______d. States requirements for medical evaluation

______e. Basis on which employees are hired, such as personal and professional qualifications, equal opportunity

______f. Discusses the work time for full-time employees and permanent part-time employees

______g. Discusses pay policy for working more than the normal work schedule

1. Employment
2. Physical examination
3. Personnel records and references
4. Working hours
5. Probationary period
6. Statement of purpose
7. Overtime

TEST

______h. Discusses quality of employee's work

______i. Discusses insurance benefits for employees if they are injured on the job

______j. Discusses health and medical information

______k. Lists special days an employee is off work

______l. Discusses leave time and when it can be taken, with or without pay

______m. Discusses how staff members may talk about problems

______n. Tells how to progress from one job level to the next job level

______o. Discusses the amount of days a person can be absent from work without losing pay

______p. Discusses employer's policy for releasing an employee

8. Grievances
9. Termination of employment
10. Sick leave
11. Insurance benefits
12. Worker's compensation
13. Holidays
14. Performance evaluation
15. Vacations
16. Promotions

10. Match section topics for a center policy handbook to their correct descriptions. Write the correct number in the blanks. (Descriptions are continued on the next page.)

______a. Information provided to parents about program and child care

______b. Center rules concerning days and hours the center is open, arrival and departure time, and attendance

______c. Center policy identifying center and parents' role regarding physical examinations, child abuse inspections, isolation of an ill child, emergency and medication procedures, and outdoor play requirements

______d. Policy on dress for active play, and which promotes free exploration and experimentation with many kinds of materials in existing weather conditions

______e. Center policies on communication through parent conference, participation, home visits, and child's first visit to center

______f. Policy to follow before child's first day, on the first day, and on succeeding days until child is comfortable in the center's environment

1. Program
2. Operational procedures
3. Health
4. Fees and refunds
5. Public relations
6. Adjustment period
7. Clothing requirements
8. Statement of center policy

TEST

______g. Policy on charges, circumstances for payment returns and due dates, and notification of absences

______h. Developmental play activities or routines for children that accomplish the specific goals of the center

11. Discuss benefits of a chart for staff assignments.

12. Discuss benefits of a chart of responsibilities.

(NOTE: Test questions 13-16 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Write a job description.

14. Record information related to policy.

15. Develop a personnel policy and a center policy handbook.

16. Record a telephone message.

PERSONNEL AND CENTER POLICIES
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (24 points)

a.	1	g.	8
b.	2	h.	9
c.	5	i.	7
d.	6	j.	12
e.	3	k.	10
f.	4	l.	11

2. (4 points)

Any four of the following

a. Salary
b. Vacation pay
c. Job description
d. Sick and personal leave
e. Periods and hours of employment

3. (14 points)

a, c, d, e, g

4. (18 points)

a.	B	f.	A
b.	A	g.	A
c.	F	h.	B
d.	B	i.	F
e.	F		

ANSWERS TO TEST

5. (15 points)

Discussion should include

a. Sleep and rest

1) Rest and sleep are necessary for good health and continuous growth in young children

2) Children of nursery school age need a morning rest period and an afternoon rest period

3) Adequate preparation is needed for a successful sleep or rest period

4) Active and quiet periods should be planned

b. Toileting

1) Provide regular periods of toileting for younger children

2) Keep a record of all bowel movements

3) Maintain a pleasant matter-of-fact attitude

4) Do not shame the child because of an accident

5) Recognize and respect the child's terminology for elimination

c. Washing

1) Have all children wash hands and face just before noon meal

2) Have all children wash hands and face again before going home

3) Have them also wash hands after toileting, after using clay, or as needed

4) Have children wash hands under running water whenever possible

5) Hang mirror at eye level for children

d. Eating

1) Plan nutritious meals and snacks

2) Be sure food is properly cooked and attractively served

3) Consider cultural, religious, and ethnic backgrounds

4) Children and caregivers should be seated comfortably at mealtime

5) Do not keep children waiting after they have finished eating

6) Do not expect children of nursery age to have formal table manners

ANSWERS TO TEST

   7) Let children serve and feed themselves as much as possible in a family style setting

   8) Be aware of food allergies and/or special needs

e. Dressing

   1) Emphasize the importance of comfortable and easy-to-clean clothes for children attending nursery school

   2) Allow children to assist in dressing themselves as soon as they are willing to do so

   3) Let children dress in front of full length mirrors to create a positive self-concept

   4) Encourage children to accept responsibility for clothing and personal items

6. (12 points)

Any six of the following

a. Clean bathrooms

b. Replenish all paper products

c. Mop kitchen floor after meal preparation

d. Sweep all floors daily or as needed

e. Vacuum all carpeted areas

f. Wet-mop all non-carpeted areas daily or as needed

g. Dust furniture, equipment, and toys

h. Wash and disinfect dirty surfaces of equipment and toys

i. Wash trash cans and outside garbage containers daily or as needed with disinfectant, even when using liners

j. Empty trash cans daily or more often if necessary

k. Wash and change filters in vent hoods, air conditioners, and furnaces as necessary

l. Check range daily and oven as necessary

m. Check shelves, storage areas, and drawers in kitchen daily and thoroughly clean once a week

n. Keep refrigerator clean

o. Pick up papers and trash from play yards

ANSWERS TO TEST

p. Sweep sidewalks and porches

q. Dispose of soiled diapers properly

r. Clean and disinfect animal cages and/or fishbowls or aquariums

7. (16 points)

a, c, e, f, g

8. (10 points)

Any five of the following

a. Provides guidelines for parents
b. Helps staff be consistent
c. Explains purpose and goals of center
d. Explains educational philosophy
e. Explains center policies
f. Minimizes conflicts between parents and school or between director and staff
g. Saves time in answering questions
h. Insures parents' rights
i. Gives chain of command or organization

9. (32 points)

a. 6
b. 5
c. 3
d. 2
e. 1
f. 4
g. 7
h. 14
i. 12
j. 11
k. 13
l. 15
m. 8
n. 16
o. 10
p. 9

ANSWERS TO TEST

10. (16 points)

a. 8
b. 2
c. 3
d. 7
e. 5
f. 6
g. 4
h. 1

11. (5 points)

Discussion should include

a. Shows number of staff during any time period
b. Allows for easy detection if substitute is needed
c. Shows quick indication of assignments for worker
d. Documents staff assignments for future reference
e. Helps detect over or under-staffing and ways to cut staff cost

12. (4 points)

Discussion should include

a. Provides list of jobs to be done
b. Keeps track of each person's responsibilities
c. Makes job rotation easier
d. Promotes harmony among workers

13. Evaluated to the satisfaction of the instructor (25 points)
14. Evaluated to the satisfaction of the instructor (15 points)
15. Evaluated to the satisfaction of the instructor (30 points)
16. Evaluated to the satisfaction of the instructor (10 points)

RECORD KEEPING
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to list records to be used in a child care center and demonstrate the ability to complete these records. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with record keeping to the correct definitions.
2. Match types of financial records to their descriptions.
3. Select from a list types of personnel records used in a child care center.
4. Match types of children's records to their descriptions.
5. State prerequisites for accurate record keeping.
6. Select from a list guidelines for evaluating record keeping practices.
7. State purposes of child sign-in sheets.
8. Set up a budget.
9. Complete child's individual ledger sheet.
10. Complete receipt forms.
11. Write checks.
12. Complete transaction in a cash paid journal.
13. Complete child's application form.
14. Complete a child's health record form.
15. Correct mistakes on a business form.
16. Complete a supply list and purchase order.
17. Complete an inventory.
18. Inventory a file system.

RECORD KEEPING
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Invite an Internal Revenue Service person in your area to speak about legal records required by the IRS for a child care business. Emphasize to students that by keeping good records, they may be able to put less of their profit into taxes.

   H. Invite a lawyer to speak to students about legal requirements of a proper tax record. Also ask the lawyer to emphasize legal responsibilities that the child care center owner has for the children, such as being sure the child leaves with the right person.

   I. Invite a child care center director to talk about the problems of billing parents due to incomplete records.

   J. Invite an owner of a family child care home to speak on the importance of keeping the household account and child care accounts separate. Emphasize the importance of keeping good billing records.

   K. Obtain sample inventory for students to use when completing Assignment Sheet #10.

   L. Obtain copies of licensing regulations for day care centers.

   M. Obtain copies of an equipment supply catalog.

   N. Give test.

   O. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Information sheet

SUGGESTED ACTIVITIES

C. Assignment sheets

1. Assignment Sheet #1--Set Up a Budget
2. Assignment Sheet #2--Complete Child's Individual Ledger Sheet
3. Assignment Sheet #3--Complete Receipt Forms
4. Assignment Sheet #4--Write Checks
5. Assignment Sheet #5--Complete Transaction in a Cash Paid Journal
6. Assignment Sheet #6--Complete Child's Application Form
7. Assignment Sheet #7--Complete a Child's Health Record Form
8. Assignment Sheet #8--Correct Mistakes on a Business Form
9. Assignment Sheet #9--Complete a Supply List and Purchase Order
10. Assignment Sheet #10--Complete an Inventory
11. Assignment Sheet #11--Inventory a File System

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references

A. Cherry, Clare; Harkness, Barbara, and Kuzma, Kay. *Nursery School and Day Care Center Management Guide.* Belmont, California: Fearon-Pitman Publishers Inc., 1978.

B. Boynton, D. Lewis; Swanson, Robert M.; Carlson, Paul A., and Forkner, Hamden L. *Century 21 Accounting.* Cincinnati: South-Western Publishing Co., 1972.

RECORD KEEPING
UNIT II

INFORMATION SHEET

I. Terms and definitions (Assignment Sheets #2, #3, #9, and #10)

A. Petty cash--Money kept for payment of minor items

B. Vendor--Supplier of goods and services

C. Income--Money a person or company has coming in from any source

D. Requisition--Written request from a person or firm to the purchasing officer of a company for a specified article or service

E. Staff ratio--Number of teachers to the number of children

EXAMPLE: One teacher to eight children

F. Internal Revenue Service (IRS)--Agency of the government which collects and administers the collection of taxes

G. Vita--Brief summary of personal experiences and work, education, and training

H. Receipt--Written form acknowledging the receiving of goods or money (Assignment Sheet #3)

I. United States Department of Agriculture (USDA)--Governmental agency that determines the nation's agricultural policy and goals

J. Reimbursement--Payment to someone for expenses incurred

K. Vendor payment--Paying of fees by the government for children from low income families

L. Post--To record income received from fee payments for each child on individual ledger sheets (Assignment Sheet #2)

(NOTE: Posting may be used to record expenses.)

M. Business transaction--An exchange of property, services, or money

N. Purchase order--Business form prepared by a buyer describing merchandise to be bought (Assignment Sheet #9)

O. Inventory--An itemized list of goods on hand showing their value (Assignment Sheet #10)

P. Proprietary--Privately owned and operated

Q. Resumé--Brief, typed summary of one's qualifications and experiences that is used in applying for a job

INFORMATION SHEET

II. Types of financial records (Assignment Sheets #1, #4, and #5)

   A. Budget--Estimate of income and expenditures for a future period of time, usually one year (Assignment Sheet #1)

   B. Payroll--List of employees that shows payment due for a pay period

   C. Income account--Sheet that shows a record of the money coming into a company

   D. Expense account--Sheet that shows a record of the money going out of a company

   E. Tuition record--Sheet that shows child's information such as payment of fees, name, address, number of days per week in attendance, and hours in the center

   F. Tax records--Forms and receipts kept during the year that help when dealing with the Internal Revenue Service

   G. Receipt--Written acknowledgment that something such as goods or money has been received

   H. Cash paid journal--Form used to keep track of payments of fixed expenditures such as housing or utilities (Assignment Sheet #5)

   I. Expenditure--Actual payment or creation of an obligation to make future payment for some benefit, item, or service (Assignment Sheet #4)

   J. Social Security tax--General levy imposed under a government act that gives a worker disability insurance and retirement benefits

      (NOTE: On one's paycheck or stub, this may appear as FICA.)

   K. Inkind service--Goods or services donated that have monetary value

      EXAMPLES: Transportation by parents; use of a building

III. Types of personnel records used in a child care center (Assignment Sheet #11)

   A. Staff time sheet

   B. Staff information sheet

   C. Staff meeting minutes and agenda

   D. Teacher contract

   E. Job description

   F. Teacher evaluation records

   G. Vita or resumé

INFORMATION SHEET

H. Physical and health status

EXAMPLE: Record of tuberculin skin test

I. Employment date

J. Promotions, changes in position, wage or salary change

K. Documentation of training

IV. Types of children's records (Assignment Sheets #6 and #7)

A. Background records--Include child's and parent's full name, address, child's birthdate, and names, phone numbers, and addresses of people to contact in case of an emergency, and who may pick up the child (Assignment Sheet #6)

B. Health records--Include information about childhood diseases, immunizations, and other illnesses before entering program and about permission for staff members to give medicine (Assignment Sheet #7)

C. Attendance records--Include date of enrollment, days at center, date of termination, and permission slips

D. Development records--Include notes on child's progress, checklist of competencies, and any special problems or difficulties

V. Prerequisites for accurate record keeping (Assignment Sheet #8)

A. Be sure handwriting is legible

EXAMPLES: "e" has a space in the middle
"i" has no space in the middle
"a" goes down to the bottom of the line
"o" does not touch bottom of the line
Dot "i's" and cross "t's"

B. Be sure spelling is correct

EXAMPLES: Be able to spell the months of the year
Be able to spell the child's first and last name correctly
Be able to spell names of banks
Be able to spell the various towns in which the children live

C. Be sure punctuation is correct

EXAMPLES: A period follows Mr., Mrs., or Ms.
A comma is placed after the day of the month when the day is followed by the year, such as September 5, 1972
A comma follows the city when city and state are written together, such as Oklahoma City, Oklahoma
There is no punctuation between the state and the zip code, such as Oklahoma City, Oklahoma 74962

INFORMATION SHEET

D. Be sure math is correct

EXAMPLES: Be able to total money received each day
Know simple addition and subtraction

VI. Guidelines for evaluating record keeping practices

A. Records are dated

B. Records are clear

C. Records are concise

D. Records are up-to-date

E. Records are filed systematically

F. Records are properly signed

G. Records are confidential

H. Another staff member can understand the records

I. Another staff member could keep the records in case of your absence

VII. Purposes of child sign-in sheets

A. To give parent and teacher a chance for communication

B. To assure that the child is safely in the center

C. To document the number of hours the child was in the center so charges can be figured

D. To help cook know number of meals to prepare

E. To help director know number of children fed for school lunch report

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #1--SET UP A BUDGET

NAME ________________________________ SCORE ______________

Preparing the annual budget is a difficult but important task. It forces the operator of a child care center to project possible income and expenses in order to wisely anticipate financial needs. Even though you may have excellent advice and professional help from an accountant, you are the one who knows the day-to-day needs of your child care center. Funds to operate the center come from fees charged of the children's parents. Some centers have governmental support, such as reimbursement from the USDA for milk and vendor payments for low income families. Budget items will vary depending upon the location of the center. In a large metropolitan area, income and expenses will be higher than in smaller towns.

Study the sample budget that follows. By interviewing a director or an employee of a child care center and by using additional references, set up a budget for a child care center for your area that will serve 30 children. Use the blank budget sheet on the following pages.

SAMPLE BUDGET FOR A CHILD CARE CENTER THAT SERVES 20 CHILDREN, WITH YOUNGEST CHILD THREE YEARS OLD

YEARLY BUDGET

Income

Tuition fees	38,400.00
Additional charges for transportation, etc.	4,800.00
Private donations	
Community donations	
Governmental funds	500.00
Interest from investments	300.00
Enrollment and materials fee	600.00
Total Income	44,600.00

ASSIGNMENT SHEET #1

Expenses

Personnel	
Director's salary	$10,000.00
Teacher's salary (half-time employee)	4,200.00
Teachers' aides' salary (half-time employee)	3,600.00
Cook's salary (works from 9 a.m. to 1 p.m.)	3,400.00
Payroll taxes	2,500.00
Supplies	
Food and other grocery items	4,200.00
Program activities	600.00
Cleaning supplies	400.00
Utilities	
Telephone (includes name in Yellow Pages)	400.00
Water and sewage	60.00
Gas	300.00
Electricity	1,150.00
Equipment	
Repairs	200.00
Replacement	500.00
Other	
Advertising	250.00
Insurance (building and content)	250.00
Insurance (transportation and liability)	400.00
Contingency fund (for unexpected expenses)	300.00
Transportation (van)	200.00
Rent or building payment	4,200.00
Other	
Total Expenses	37,110.00

ASSIGNMENT SHEET #1

YEARLY BUDGET

Income

Tuition fees ____________________
Additional charges for transportation, etc. ____________________
Private donations ____________________
Community donations ____________________
Governmental funds ____________________
Interest from investments ____________________
Enrollment and materials fee ____________________

Total Income ____________________

Expenses

Personnel
- Director's salary ____________________
- Teacher's salary (half-time employee) ____________________
- Teachers' aides' salary (half-time employee) ____________________
- Cook's salary (works from 9 a.m. to 1 p.m.) ____________________
- Payroll taxes ____________________

Supplies
- Food and other grocery items ____________________
- Program activities ____________________
- Cleaning supplies ____________________

Utilities
- Telephone (includes name in Yellow Pages) ____________________
- Water and sewage ____________________
- Gas ____________________
- Electricity ____________________

ASSIGNMENT SHEET #1

Equipment

Repairs ____________________

Replacement ____________________

Other

Advertising ____________________

Insurance (building and content) ____________________

Insurance (transportation and liability) ____________________

Contingency fund (for unexpected expenses) ____________________

Transportation (van) ____________________

Rent or building payment ____________________

Other____________________ ____________________

____________________ ____________________

____________________ ____________________

Total Expenses ____________________

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #2--COMPLETE CHILD'S INDIVIDUAL LEDGER SHEET

NAME ______________________________ SCORE ______________

It might be one of your responsibilities as a child care center employee to receive cash payments. The first step when receiving cash is to write a receipt. The next step is to post the payments on the ledger sheet for each child. This process helps keep an accurate record of each child's payment. Most of the top of this ledger can be completed with information from the child's application form.

EXAMPLE: Jean Long made a partial payment of $25 on January 1 for child care services for her son, Lance. The full amount should have been $35. The next week she paid $45 instead of $35. The extra $10 made up for being short the week before.

Name ____________________ Child Care Fee ______________
Address __________________ No. of Days per Week __________
_________________________ Hours _____a.m. _______ p.m.
Telephone ________________

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
1-1	Child Care Service	$35.00	$25.00	-0-	$10.00
1-8	Child Care Service	$45.00	$45.00	-0-	-0-

Columns on the ledger sheet are explained as follows:

Date column--Day the transaction was posted on the ledger, not necessarily the day payment was made

Item column--Item paid for, such as child care

Amount due--Amount charged for day care service

Amount paid--Amount the customer pays. In some cases, this may not be the full amount because a partial payment may be made

Credit--If the amount paid is more than the amount due, the difference is recorded in this column and subtracted from next week's amount due

Balance--If the amount paid is less than the amount due, this difference is put in the balance column, then added to the next week's fee and recorded in the amount due column

ASSIGNMENT SHEET #2

Read the following situations and post the transactions correctly in the ledger provided.

A. On June 23, Mark Thompson paid $15 of the $25 that he owed for his son Bill's child care service. A week later, he paid the $25 weekly fee plus the $10 to make up for the week before.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
6-14	Child Care Service	$25.00	$25.00	-0-	-0-

B. Brenda Adams paid $27.50 for one week of child care service for her daughter, Mary Brooke. This transaction took place July 6. Weekly rate is $27.50.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
6-30	Child Care Service	$27.50	$27.50	-0-	-0-

C. Mary Watson paid $120 for one month of child care service for her daughter, Sarah. This transaction took place July 29. Monthly rate is $120.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
7-21	Child Care Service	$120.00	$120.00	-0-	-0-

ASSIGNMENT SHEET #2

D. On June 14, Dick York paid $50 for child care service for his daughter, Pam. The center's fee is $40. The next week, on June 21, he paid $30.00 for child care.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
6-7	Child Care Service	$40.00	$40.00	-0-	-0-

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #3--COMPLETE RECEIPT FORMS

NAME ______________________ SCORE __________

Accuracy in writing receipts is an essential part of a business transaction. Information for the individual child's ledger sheet is taken from the receipt. The receipt is your proof of payment. When working in a child care center you may sometimes be asked to take money and write a receipt. This money may be a child's tuition or money for lunch.

Read the sample receipt and complete receipt writing for the following samples.

EXAMPLE:

RECEIPT Date April 6, 19 83 No. 1

Received from Bonnie Fry
(Person's name paying money)

Address 1904 Cardinal Lane
(Person's address paying money)

One hundred forty and no/100 —— Dollars $ 140.00

For Child Care Service for Jay Fry June 1 - June 30, 1983
(What money is paid for; example: Child's lunch)

How paid cash ☐
check ☒

By Patricia Campbell
(Person's name taking money)

A. On August 3, 1982, Mary Anderson of 214 S. Second Street paid $125 by check for one month of nursery school for her son, John.

RECEIPT Date ______________, 19 ____ No. ______

Received from ______________________

Address ______________________

______________________ Dollars $ ________

For ______________________

How paid cash ☐
check ☐

By ______________________

ASSIGNMENT SHEET #3

B. On August 19, 1982, Mrs. Sue Thomas of 1419 W. Elm paid $130 in cash for one month of nursery school for each of her two boys, Mark and Jimmy.

RECEIPT Date ____________________, 19______ No. ________

Received from ____

Address ____

____________________________________ Dollars $ ____________

For ____

How paid cash ☐ By ______________________________

check ☐

C. On August 21, 1982, Mrs. Jami Calhoun of 619 W. Sixth Street paid $130 for her sister Brandi's nursery school expenses.

RECEIPT Date ____________________, 19______ No. ________

Received from ____

Address ____

____________________________________ Dollars $ ____________

For ____

How paid cash ☐ By ______________________________

check ☐

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #4--WRITE CHECKS

NAME ______________________ SCORE ____________

Your responsibility at the child care center may be to pay expenses. This is usually done by writing a check, as they are safer to mail than money. After the check has been cashed, the bank returns it to the business that wrote it. It can serve as a receipt that payment has been made. A payment made by check is recorded on the check stub. The stub should be filled out before the check is written. Business checks are usually printed three to a page, with perforated lines to tear out the check. These are usually kept in a hardback notebook.

EXAMPLE: The following illustrations show complete payments from a checkbook. The checks and check stubs are prepared to make payments of $750.56 to Brown's Play Equipment Company, $74.91 to Corner Grocery Store, and $25.74 to Long's Insurance Company. Also, a deposit of $100.00 was made.

ASSIGNMENT SHEET #4

NO 1 $ 750.56
DATE 8-1 19 82
TO Brown's Equipment
FOR Jungle Gym

	DOLLARS	CENTS
BAL. BRO'T FOR'D	$1574	81
AMT. DEPOSITED	—	—
TOTAL	1574	81
AMT. THIS CHECK	750	56
BAL. CAR'D FOR'D	824	25

Ms. Ann's Child Care Center 001

8-1 19 82 $\frac{88\text{-}2398}{1119}$

PAY TO THE ORDER OF Brown's Equipment $ 750.56

Seven hundred fifty and 56/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

Ruth Sidwell

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO 2 $ 74.91
DATE 8-2 19 82
TO Corner Grocery
FOR Food Supplies

	DOLLARS	CENTS
BAL. BRO'T FOR'D	824	25
AMT. DEPOSITED	100	00
TOTAL	924	25
AMT. THIS CHECK	74	91
BAL. CAR'D FOR'D	849	34

Ms. Ann's Child Care Center 002

8-2 19 82 $\frac{88\text{-}2398}{1119}$

PAY TO THE ORDER OF Corner Grocery Store $ 74.91

Seventy-four and 91/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

Ruth Sidwell

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO 3 $ 25.74
DATE 8-3 19 82
TO Long's Ins Co.
FOR Health Ins.

	DOLLARS	CENTS
BAL. BRO'T FOR'D	849	34
AMT. DEPOSITED	—	—
TOTAL	849	34
AMT. THIS CHECK	25	74
BAL. CAR'D FOR'D	823	60

Ms. Ann's Child Care Center 003

8-3 19 82 $\frac{88\text{-}2398}{1119}$

PAY TO THE ORDER OF Long's Insurance Co $ 25.74

Twenty-five and 74/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

Ruth Sidwell

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ASSIGNMENT SHEET #4

On the following blank checks and stubs, write checks to pay the following bills and indicate deposits. Balance brought forward is $980.26.

A. On September 2, 1982, you paid $4.10 to United Paper Sales. You deposited $261. Paper was purchased.

B. On September 4, 1982, you paid $17.06 to Jones' Beef Company. Hamburger was bought.

C. On September 5, 1982, you paid $27.19 to Hill's Public Service Company. The electricity bill was paid.

NO ________ $ ________
DATE ________ 19 ________
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

004

Ms. Ann's Child Care Center

88-2398
1119

________ 19 ____

PAY TO THE ORDER OF ________________ $ ________

________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO ________ $ ________
DATE ________ 19 ________
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

005

Ms. Ann's Child Care Center

88-2398
1119

________ 19 ____

PAY TO THE ORDER OF ________________ $ ________

________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO ________ $ ________
DATE ________ 19 ________
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR'D		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR'D		

006

Ms. Ann's Child Care Center

88-2398
1119

________ 19 ____

PAY TO THE ORDER OF ________________ $ ________

________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #5--COMPLETE TRANSACTION IN A CASH PAID JOURNAL

NAME ______________________________ SCORE ______________

Child care centers have many expenses. When fixed expenditures such as housing and utilities are paid, these transactions are posted in a cash paid journal. Headings used in the journal are the same as items in the budget and in the statement of income and expenses. By totalling these columns, you can see what you have spent for any budget item.

The journal below is an example of a cash paid journal with part of the columns missing.

EXAMPLE:

Date	Item	Ck #	Amt. of ck.	Cash	Salary	Social Security	Federal W/holding	Food
9-8-82	Durbin's Groc.	63	41.68					41.68
9-8-82	Billie Cohen's Salary			39.00	39.00			

Columns are explained as follows:

Date--Day item was paid

Item--Name of the person or company being paid

Ck #--Check number

Amt. of ck--Amount of check

Cash--Amount of cash paid. This column is seldom used because most business payments are made by check

ASSIGNMENT SHEET #5

Using the following cash paid journal, post the following transactions.

A. Payment of $50.89 was made to City Water Plant on September 24, 1982, with check #64.

B. Payment of $24.98 was made to the Natural Gas Company on October 24, 1982. This payment was made in cash.

C. Payment of $64.89 was made to Bennett Telephone Company on October 26, 1982. This payment was made in cash.

D. Payment of $93.62 was made to the General Power and Light Company on October 26, 1982, with check #66.

E. Payment of $173.91 was made to Jackson Insurance Company on November 1, 1982, with check #67.

F. Payment of $91.80 was made to Children's Playground Company Inc. on November 2, 1982, with check #68.

G. Payment of $106.93 was made to Penny Hogan for salary on November 3, 1982, with check #69.

ASSIGNMENT SHEET # 5

CASH PAID JOURNAL

Date	Item	Check No.	Amount of Check	Cash	Salary	Social Security	Federal W/Holding	Food	Non-Food Supplies	Program Activities	Cleaning Supplies	Telephone	Water and Sewage	Gas	Electricity	Equipment Repairs	Equipment Replacement	Advertising	Insurance	Transportation	Other

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #6--COMPLETE CHILD'S APPLICATION FORM

NAME ______________________ SCORE __________

When a child enters a child care center, the worker at the center must have certain information about the child. Using the sample below, complete an application form by interviewing someone with a small child.

Child's name ______________________

Name child usually goes by ______________________

Birthday: Month __________ Day __________ Year __________

Child's age __________

Parents' name ______________________

Address ______________________

Phone ______________________

Father's occupation __________ Work phone __________

Mother's occupation __________ Work phone __________

In case of an emergency contact:

Name ______________________

Address ______________________

Phone ______________________

No. of days to attend per week ______________________

Hours __________ a.m. __________ p.m.

Siblings:	Name	Age

Who will bring child ______________________

Who will pick up child ______________________

ASSIGNMENT SHEET #6

What is child's favorite toy? ____

Does child have particular habits or mannerisms, such as thumb sucking or nail biting? If so, what are they? ____

____

List any emotional or mental problems or physical handicaps that would help our staff meet your child's needs.

____

____

____

____

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #7--COMPLETE A CHILD'S HEALTH RECORD FORM

NAME ______________________ SCORE ____________

One of the most important records the child care center has is the child's health record. This gives information such as the name and phone number of the child's physician and records of previous illness.

Interview someone with a child and complete the health record form below.

HEALTH RECORD

Participant's usual physician or clinic ______________ Telephone __________
Address ______________________________

Indicate any special precautions for diet, medication, or activity: ____________

Date of last physical examination or health assessment: ____________
Name of Health Practitioner: ____________
Comments: ____________

Date of last dental exam: ____________
Name of dentist: ____________
Comments: ____________

Indicate any special information needed concerning child health services available in the community: ____________

Previous Illiness ____________

Health Problems (frequent colds, allergies, etc.) ____________

Present Physical Condition ____________

Any child afflicted with a reportable contagious disease shall be excluded from attending a day care facility until such time as the period of communicability has elapsed as determined by a licensed physician or health department official. Such exclusion shall be reported to a local health department official.

DCW-L-12 Side 2 Okla. DISRS Revised 12-7-79

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RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #8--CORRECT MISTAKES ON A BUSINESS FORM

NAME ______________________ SCORE ____________

PART I

One reason people lose their jobs is because they are unable to write legibly and to do simple arithmetic. Check the following day care participant record card for errors in handwriting techniques, spelling, and punctuation. Put the corrections above the incorrect item, using a different color pen.

DAY CARE PARTICIPANT RECORD CARD

Participant's Name Smith Ann D (Last First M.I.) Sex F Date of Birth 2-2-78 (Mo. Day Year)

Name of person with whom participant lives Sally Smith Relationship Mother

Home address 2114 So Oak St Tulsa, OK Home telephone 555-8911

Business Address 8901 E Asp St Tulsa, OK Business telephone 555-9871

Date Participant entered facility Aug 1 1982 Date Participant withdrawn ____________

In case of emergency, notify (in order of preference):

Name	Relationship	Business Address	Telephone
Mr or Mrs Joe Lee	Grandperents	214 So Gray Tulsa OK	555-7641

Name of person authorized to call for participant Sally Smith Relationship Mother

Address 2114 So Oak St. Tulsa Okla Telephone 557-8911

If a medical emergency occurs and I cannot be reached, I hereby authorize the person in charge at the day care facility to transport my child/relative to the nearest medical clinic and/or call my family physician.

I understand that this form is supplied by the Department of Institutions, Social and Rehabilitative Services for the convenience of the day care facility and me and that supplying the form in no way imposes any responsibility or obligation upon that Department.

Signature of Parent/Guardian Mrs Sally Smith Date July 31, 1982

Okla. DISRS Issued 7-15-78 DCW-L-12

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ASSIGNMENT SHEET #8

PART II

Record keeping is a very important part of the management of a child care center. One should be able to spell children's and parent's names and to punctuate correctly.

Rewrite the following in the space provided and punctuate correctly.

A. Stillwater Oklahoma ____________________

B. Oklahoma City Oklahoma 73100 ____________________

C. Mr and Mrs Paul Brown ____________________

D. March 1 1982 ____________________

E. August 3 1981 ____________________

F. Oct 3 1982 ____________________

G. Ms Nancy Going ____________________

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #9--COMPLETE A SUPPLY LIST AND PURCHASE ORDER

NAME ______________________________ SCORE ______________

Purchase or recommendations for purchases of equipment and supplies may be your responsibility as owner/director or employee of a child care business. From the list the director or owner will make out purchase orders to the different companies or vendors. Keeping a list of needed items as they are used up and as the need arises can make this job easier.

PART I

In the space below, make a list of items such as scissors, construction paper, toys, or games needed for a child care center. An equipment supply catalog or the day care licensing regulations for your state may be helpful.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

K. ____

L. ____

M. ____

N. ____

O. ____

P. ____

Q. ____

R. ____

ASSIGNMENT SHEET #9

PART II

Items that are ordered from supply catalogs must be on a purchase order form. It is prepared in duplicate with one copy sent to the supplier and one copy kept in the center's files to help with the checking on shipment and payment. Each purchase order is assigned a number.

EXAMPLE:

PURCHASE ORDER

To: (Company and address you
are ordering
from)

From: (Your day
care center's
name and address)

Phone (Your center's phone number)

Date of Order ______

Purchase Order # 749

Ordered by (Your name)
(Signature)

Ship via (How order is being sent)

When needed (Date you want order)

Please ship the following

Quantity	Cat. No.	Item	Unit Cost	Total Cost

Columns are explained as follows:

Quantity--Number of each item being ordered

Cat. No.--Catalog number assigned to each product for ordering purposes

Item--Name or description of each product

Unit cost--Cost of each item

Total cost--Cost of products ordered. Multiply quantity by unit cost to get total cost

ASSIGNMENT SHEET #9

Using a current catalog from a supply company, order 11 items from the list that you prepared in Part I of the assignment sheet.

PURCHASE ORDER

To: ______________________________

____

____

From: ______________________________

____

____

Phone ______________________________

Date of Order ________________

Purchase Order # ______________

Ordered by ____________________
(Signature)

Ship via ______________________

When needed ________________

Please ship the following

Quantity	Cat. No.	Item	Unit Cost	Total Cost

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #10--COMPLETE AN INVENTORY

NAME ________________________________ SCORE ________________

An up-to-date inventory should be kept on file at all times in a safe place. In the event of a fire or storm, the inventory list will be helpful when dealing with insurance companies. Each time a new item is bought, it should be added to the list.

EXAMPLE:

INVENTORY

Date ________________

Item	Date Purchased	Original Purchase Price	Current Condition	ID number
Paint easel	9-24-81	$31.80	Good	4263

Note the sample inventory form and, using the form on the next page, inventory an area in your classroom or if possible a section of a child care center.

ASSIGNMENT SHEET #10

INVENTORY

Date ____________________

Item	Date Purchased	Original Purchase Price	Current Condition	ID number

RECORD KEEPING
UNIT II

ASSIGNMENT SHEET #11--INVENTORY A FILE SYSTEM

NAME ______________________________ SCORE ____________

A good filing system is essential to any successful business. It keeps track of important items and allows things to be found easily. Filing systems are usually set up in alphabetical order with a list of all file folder titles at the beginning of the file system.

In the space provided, list titles of file folder headings in a day care center filing system.

(NOTE: Examples of headings that should be in a child care filing system are found in Objectives two, three, and four.)

RECORD KEEPING
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

A.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
6-23	Child Care Service	$25.00	$15.00	-0-	$10.00
6-30	Child Care Service	$35.00	$35.00	-0-	-0-

B.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
7-6	Child Care Service	$27.50	$27.50	-0-	-0-

C.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
7-29	Child Care Service	$120.00	$120.00	-0-	-0-

D.

Date	Item	Amt. Due	Amt. Pd.	Credit	Balance
6-14	Child Care Service	$40.00	$50.00	$10.00	-0-
6-21	Child Care Service	$30.00	$30.00	-0-	-0-

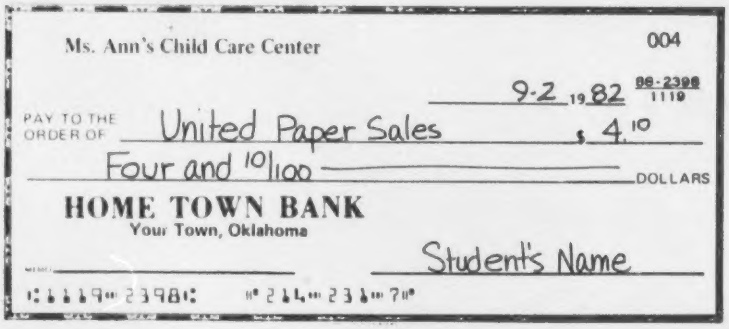
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

NO 4 $ 4.10
DATE 9-2 19 82
TO United Paper Sales
FOR paper

	DOLLARS	CENTS
BAL. BRO'T FOR'D	980	26
AMT. DEPOSITED	261	00
TOTAL	1241	26
AMT. THIS CHECK	4	10
BAL. CAR'D FOR'D	1237	16



Ms. Ann's Child Care Center 004

9-2 19 82 88-2398/1119

PAY TO THE ORDER OF United Paper Sales $ 4.10

Four and 10/100 DOLLARS

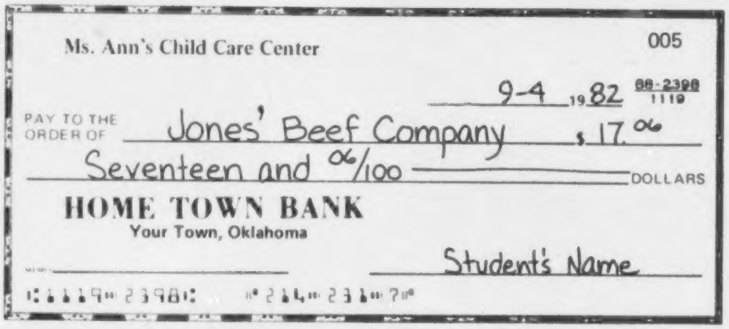
HOME TOWN BANK
Your Town, Oklahoma

Student's Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO 5 $ 17.06
DATE 9-4 19 82
TO Jones' Beef Co.
FOR Hamburger Meat

	DOLLARS	CENTS
BAL. BRO'T FOR'D	1237	16
AMT. DEPOSITED	—	—
TOTAL	1237	16
AMT. THIS CHECK	17	06
BAL. CAR'D FOR'D	1220	10



Ms. Ann's Child Care Center 005

9-4 19 82 88-2398/1119

PAY TO THE ORDER OF Jones' Beef Company $ 17.06

Seventeen and 06/100 DOLLARS

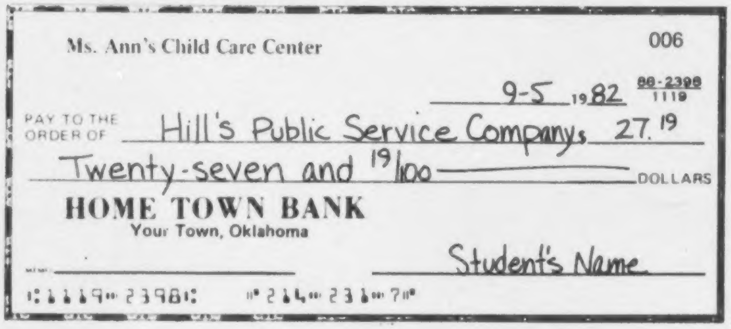
HOME TOWN BANK
Your Town, Oklahoma

Student's Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO 6 $ 27.19
DATE 9-5 19 82
TO Hill's Public Service Co
FOR Electricity bill

	DOLLARS	CENTS
BAL. BRO'T FOR'D	1220	10
AMT. DEPOSITED	–	—
TOTAL	1220	10
AMT. THIS CHECK	27	19
BAL. CAR'D FOR'D	1192	91



Ms. Ann's Child Care Center 006

9-5 19 82 88-2398/1119

PAY TO THE ORDER OF Hill's Public Service Company $ 27.19

Twenty-seven and 19/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

Student's Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ANSWERS

ASSIGNMENT SHEET # 5

CASH PAID JOURNAL

Date	Item	Check No.	Amount of Check	Cash	Salary	Social Security	Federal W/Holding	Food	Non-Food Supplies	Program Activities	Cleaning Supplies	Telephone	Water and Sewage	Gas	Electricity	Equipment Repairs	Equipment Replacement	Advertising	Insurance	Transportation	Other
9/24	City Water Plant	64	50 89										50 89								
10/24	Natural Gas Company			24 98										24 98							
10/26	Bennett Telephone			64 89								64 89									
10/26	General Power & Light	66	93 62												93 62						
11/1	Jackson Insurance Co.	67	173 91																173 91		
11/2	Children's Playground, Inc.	68	91 80														91 80				
11/3	Penny Hogan	69	106 93		106 93																

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

PART I

DAY CARE PARTICIPANT RECORD CARD

Participant's Name Smith (Last) Ann (First) D. (M.I.) Sex F Date of Birth 2 - 2 - 78 (Mo. Day Year)

Name of person with whom participant lives Sally Smith Relationship Mother

Home address 2114 S. Oak St., Tulsa, OK Home telephone 555-8911

Business Address 8901 E. Asp St., Tulsa, OK Business telephone 555-9871

Date Participant entered facility Aug. 1, 1982 Date Participant withdrawn ______

In case of emergency, notify (in order of preference):

Name	Relationship	Business Address	Telephone
Mr. or Mrs. Joe Lee	Grandparents	214 S. Gray Tulsa, OK	555-7641

Name of person authorized to call for participant Sally Smith Relationship Mother

Address 2114 S. Oak St., Tulsa, OK Telephone 555-8911

If a medical emergency occurs and I cannot be reached, I hereby authorize the person in charge at the day care facility to transport my child/relative to the nearest medical clinic and/or call my family physician.

I understand that this form is supplied by the Department of Institutions, Social and Rehabilitative Services for the convenience of the day care facility and me and that supplying the form in no way imposes any responsibility or obligation upon that Department.

Signature of Parent/Guardian Mrs. Sally Smith Date July 31, 1982

Okla. DISRS Issued 7-15-78 DCW-L-12

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ANSWERS TO ASSIGNMENT SHEETS

PART II

A. Stillwater, Oklahoma

B. Oklahoma City, Oklahoma 73100

C. Mr. and Mrs. Paul Brown

D. March 1, 1982

E. August 3, 1981

F. Oct. 3, 1982

G. Ms. Nancy Going

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

RECORD KEEPING
UNIT II

TEST

NAME ______________________________ SCORE ________________

1. Match terms associated with record keeping to the correct definitions. Write the correct numbers in the blanks.

_____a. Money kept for payment of minor items

_____b. Money a person or company has coming in from any source

_____c. Supplier of goods and services

_____d. Number of teachers to the number of children

_____e. Written request from a person or firm to the purchasing officer of a company for a specified article or service

_____f. Brief summary of personal experiences and work education and training

_____g. Agency of the government which collects and administers the collection of taxes

_____h. Governmental agency that determines the nation's agricultural policy and goals

_____i. Written form acknowledging the receiving of goods or money

_____j. Paying of fees by the government for children from low income families

_____k. Payment to someone for expenses incurred

_____l. To record income received from fee payments for each child on individual ledger sheets

_____m. Business form prepared by a buyer describing merchandise to be bought

_____n. An exchange of property, services, or money

_____o. An itemized list of goods on hand showing their value

_____p. Privately owned and operated

_____q. Brief, typed summary of one's qualifications and experiences that is used in applying for a job

1. Reimbursement
2. Post
3. Business transaction
4. Purchase order
5. Inventory
6. Proprietary
7. United States Department of Agriculture (USDA)
8. Vita
9. Internal Revenue Service (IRS)
10. Requisition
11. Staff ratio
12. Receipt
13. Vendor payment
14. Income
15. Vendor
16. Petty cash
17. Resumé

TEST

2. Match types of financial records to their descriptions. Write the correct numbers in the blanks.

______ a. Estimate of income and expenditures for a future period of time, usually one year

______ b. Sheet that shows a record of the money coming into a company

______ c. Sheet that shows child's information such as payment of fees, name, address, number of days per week in attendance, and hours in the center

______ d. Written acknowledgment that something such as goods or money has been received

______ e. Actual payment or creation of an obligation to make future payment for some benefit, item, or service

______ f. General levy imposed under a government act that gives a worker disability insurance and retirement benefits

______ g. List of employees that shows payment due for a pay period

______ h. Sheet that shows a record of the money going out of a company

______ i. Forms and receipts kept during the year that help when dealing with the Internal Revenue Service

______ j. Form used to keep track of payments of fixed expenditures such as housing or utilities

______ k. Goods or services donated that have monetary value

1. Cash paid journal
2. Expense account
3. Social Security tax
4. Receipt
5. Income account
6. Budget
7. Expenditure
8. Tuition record
9. Payroll
10. Tax records
11. Inkind service

3. Select from the following list types of personnel records used in a child care center. Write an "X" in the blank before each correct answer.

______ a. Staff time sheet

______ b. Staff information sheet

______ c. Teacher contract

______ d. Job description

TEST

______e. Certificate from a craft workshop

______f. Vita or resumé

______g. Applications from other jobs

______h. Physical and health status

______i. Promotions, changes in position, wage or salary change

______j. Documentation of training

______k. Employment date

4. Match types of children's records to their descriptions. Write the correct numbers in the blanks.

______a. Include date of enrollment, days at center, date of termination, and permission slips

______b. Include child's and parent's full name, address, child's birthdate, and names, phone numbers, and addresses of people to contact in case of an emergency, and who may pick up the child

______c. Include notes on child's progress, checklist of competencies, and any special problems or difficulties

______d. Include information about childhood diseases, immunizations, and other illnesses before entering program and about permission for staff members to give medicine

1. Attendance records
2. Health records
3. Background records
4. Development records

5. State three prerequisites for accurate record keeping.

a. ____

b. ____

c. ____

6. Select from the following list guidelines for evaluating record keeping practices. Write an "X" in the blank before each correct answer.

______a. Records are dated

______b. Financial records are posted

______c. Records are clear

TEST

______d. Records are concise

______e. Records are stored in the open

______f. Records are properly signed

______g. Another staff member can understand the records

______h. Records are confidential

______i. Records are filed systematically

______j. Another staff member could keep the records in case of your absence

______k. Records are up-to-date

7. State three purposes of child sign-in sheets.

a. ______________________________

b. ______________________________

c. ______________________________

(NOTE: Test questions eight-18 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Set up a budget.

9. Complete child's individual ledger sheet.

10. Complete receipt forms.

11. Write checks.

12. Complete transaction in a cash paid journal.

13. Complete child's application form.

14. Complete a child's health record form.

15. Correct mistakes on a business form.

16. Complete a supply list and purchase order.

17. Complete an inventory.

18. Inventory a file system.

RECORD KEEPING
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 300.)

1. (34 points)

a. 16
b. 14
c. 15
d. 11
e. 10
f. 8
g. 9
h. 7
i. 12
j. 13
k. 1
l. 2
m. 4
n. 3
o. 5
p. 6
q. 17

2. (22 points)

a. 6
b. 5
c. 8
d. 4
e. 7
f. 3
g. 9
h. 2
i. 10
j. 1
k. 11

3. (22 points)

a, b, c, d, f, h, i, j, k

4. (8 points)

a. 1
b. 3
c. 4
d. 2

5. (6 points)

Answer should include any three of the following

a. Be sure handwriting is legible

b. Be sure spelling is correct

ANSWERS TO TEST

c. Be sure punctuation is correct

d. Be sure math is correct

6. (22 points)

a, c, d, f, g, h, i, j, k

7. (6 points)

Answer should include any three of the following

a. To give parent and teacher a chance for communication

b. To assure that the child is safely in the center

c. To document the number of hours the child was in the center so charges can be figured

d. To help cook know number of meals to prepare

e. To help director know number of children fed for school lunch report

8. Evaluated to the satisfaction of the instructor (30 points)
9. Evaluated to the satisfaction of the instructor (15 points)
10. Evaluated to the satisfaction of the instructor (10 points)
11. Evaluated to the satisfaction of the instructor (15 points)
12. Evaluated to the satisfaction of the instructor (20 points)
13. Evaluated to the satisfaction of the instructor (15 points)
14. Evaluated to the satisfaction of the instructor (10 points)
15. Evaluated to the satisfaction of the instructor (10 points)
16. Evaluated to the satisfaction of the instructor (25 points)
17. Evaluated to the satisfaction of the instructor (15 points)
18. Evaluated to the satisfaction of the instructor (15 points)

GOVERNMENTAL REGULATIONS
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to follow proper governmental regulations for the licensing of a child care center. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with governmental regulations to the correct definitions.
2. State factors to consider in obtaining a license for a child care center.
3. Arrange in order steps for getting vendor payments.
4. Select from a list sources of financial and inkind assistance in child care centers.
5. Match types of zoning to consider when deciding on a location for a child care center to the correct definitions.
6. Match laws and agencies to consider in planning a child care center to the correct descriptions.
7. Distinguish between responsibilities for insurance and taxes of the employee and the employer.
8. Select from a list items that should be posted in a child care center.
9. Complete a sample license application form for a family day care home.
10. Complete a sample license application form for a child care center.
11. Complete a health inspection form.
12. Complete a sample fire inspection form.
13. Choose a location for a child care center.

GOVERNMENTAL REGULATIONS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

      1. *Standards for Day Care Centers*. Oklahoma City: State Department of Human Services, 1981.

      2. *Standards for Family Day Care Homes*. Oklahoma City: State Department of Human Services, 1975.

      (NOTE: If possible, order enough of both materials listed above for each student.)

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Obtain copies of the current standards for day care centers. If possible, get one for each student.

   H. Invite a city code or zoning person to talk to class about building permit and zoning regulations for day care centers.

   I. Invite a person from the state health department to make an inspection of a facility and explain what is done.

   J. Make arrangements with county health department for students to attend a Food Handlers School.

   K. Invite the local day care center licensing person to talk about licensing regulations that *must* be followed.

   L. Make arrangements with your county health department for students to get tuberculin skin tests.

      (NOTE: It may be necessary to send students with parents since permission from parents or guardian must be granted.)

   M. Invite fire inspector or state fire marshall to speak to class on fire safety and why it is important.

   N. Invite a director of a child care center to speak to class on how the center meets governmental regulations.

SUGGESTED ACTIVITIES

- O. Obtain information from local health department on sanitation and health inspection when doing Assignment Sheet #3.
- P. Give test.
- Q. Reteach if necessary.

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
    1. Assignment Sheet #1--Complete a Sample License Application Form for a Family Day Care Home
    2. Assignment Sheet #2--Complete a Sample License Application Form for a Child Care Center
    3. Assignment Sheet #3--Complete a Health Inspection Form
    4. Assignment Sheet #4--Complete a Sample Fire Inspection Form
    5. Assignment Sheet #5--Choose a Location for a Child Care Center
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

- A. *Standards for Day Care Centers*. Oklahoma City: State Department of Human Services, 1981.
- B. *Standards for Family Day Care Homes*. Oklahoma City: State Department of Human Services, 1975.

GOVERNMENTAL REGULATIONS
UNIT III

INFORMATION SHEET

I. Terms and definitions (Assignment Sheets #1 and #2)

   A. Licensing service worker--Person employed by a regulatory agency who licenses child care centers

   B. Child care center--Facility which provides a place for six or more children for six or more hours of the day (Assignment Sheet #2)

   C. Family child care home--Residence used by a person to provide a place and protection for five or less children for part of the day (Assignment Sheet #1)

   D. Child--Individual under 18 years

   E. Child Care Facilities Licensing Act--Law passed to insure maintenance of minimum standards for care and protection of children while away from their families

   F. Zoning laws--Any section or district in a community restricted to a particular use

      EXAMPLES: Businesses; residences; parks

   G. Standards for child care centers--Governmental regulations that insure minimum requirements for care and protection of children while away from their families

   H. Liability--State of being legally responsible

   I. Building code--City ordinance that regulates the construction of structures

   J. Structural insurance--Protection against damage due to things such as a fire or storm

II. Factors to consider in obtaining a license for a child care center (Assignment Sheets #1, #2, and #4)

   A. Free of conviction of moral charge, physical violence, or child abuse

   B. Public or private group or individual sponsorship

      (NOTE: A voluntary tax exempt child care center will incorporate and file an article of incorporation with a licensing agent.)

   C. Purpose and function

      EXAMPLES: Age level; handicaps or disabilities; hours of operation; types of care and services offered

INFORMATION SHEET

D. Licensing regulations for your state

(NOTE: These are available from agencies in some states, and from health departments in other states.)

E. Zoning laws

F. Application for licensing and fire inspection (Assignment Sheet #4)

(NOTE: Local fire department may have fire inspection forms.)

III. Steps for getting vendor payments

A. Child care worker informs parents of service

B. Parents make request from proper governmental agency

C. Agency sends center notification of approval

D. Child care center submits claim to agency showing claim for payment of services rendered

IV. Sources of financial and inkind assistance in child care centers

(NOTE: Most funding is for non-profit centers.)

A. United States Department of Agriculture

EXAMPLE: School lunch program

B. United States Department of Labor

EXAMPLE: Temporary work programs

C. United States Department of Health and Welfare

(NOTE: Part-time salaries may be available through this department.)

D. Inkind service

V. Types of zoning to consider when deciding on a location for a child care center (Assignment Sheet #5)

A. Residential--Area of a city or town that is restricted for private dwellings

B. Commercial--Area of a city or town that is restricted for trade and business use

C. Manufacturing--Area of a city or town that is restricted to construction and the production of goods

INFORMATION SHEET

VI. Laws and agencies to consider in planning a child care center

- A. Public Law 94-142--Places responsibility for identifying and educating handicapped persons from ages three to 21 with all educators, not just special education teachers

  (NOTE: Age level will differ in different states, but must at least cover three to 21 years.)

- B. Equal Employment Opportunity Commission--Investigates complaints of discrimination based on race, color, religion, sex, age, or national origin in private industry and in government jobs
- C. Civil Rights Act of 1964--Prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin
- D. Rehabilitation Act of 1973, Section 504--Prohibits discrimination on the basis of physical or mental handicap in all federally-assisted programs or activities in the nation

VII. Responsibilities for insurance and taxes of the employee and the employer

- A. Employer
  1. Figuring and withholding of social security taxes
  2. Vehicle liability insurance
  3. Transportation insurance
  4. Structural insurance
  5. Ground insurance
- B. Employee
  1. Social security tax
  2. Health insurance

VIII. Items that should be posted in a child care center (Assignment Sheet #3)

- A. Health inspection form
- B. Health permit
- C. License
- D. Fire evacuation plan

INFORMATION SHEET

E. Charges

F. Emergency phone numbers

G. Menu pattern with serving sizes for different age children

H. Menus

I. Major and minor medical emergency plan

GOVERNMENTAL REGULATIONS
UNIT III

ASSIGNMENT SHEET #1--COMPLETE A SAMPLE LICENSE APPLICATION FORM FOR A FAMILY DAY CARE HOME

NAME ______________________________ SCORE ______________

One way to get started in the child care business is to care for a small number of children in your home. This type of care is called a family day care home. By doing this, you may have a chance to organize your business and expand from the family day care home to your own child care center. In order to operate a family day care home, the owner must meet certain regulations and must be licensed according to law. The application for a license may be obtained from your local licensing agent.

By studying current standards for family day care homes, complete the sample application for a family day care home that you would like to operate.

CC II - 113-A

ASSIGNMENT SHEET #1

APPLICATION FOR LICENSE
FAMILY DAY CARE HOME

Family Name ______________________ Maiden Name ______________

Address ______________________ Telephone ______________

______________________ County ______________

Person	Name	Occupation	Birthdate	Soc. Sec. No.
Self				
Spouse				

I am now ☐ married, ☐ single, ☐ widowed, ☐ divorced.

In addition to myself and my spouse, the following people (including children, relatives, and all others) live in my home:

Name	Relationship	Birthdate	Grade/Occupation

I ☐ own, ☐ rent, ☐ am buying my home.

My/our educational level is (circle number of highest grade completed):

	Grade School	High School	College	Degree and Date
Self	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	______________
Spouse	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	______________

I have had the following experience and/or training which I feel would be helpful in caring for a child:

____

____.

The doctor or clinic I use in emergency is ______________________________.

The person who has agreed to act as substitute caregiver for me is:

____

Name Address Age Telephone

The following people are not my relatives and are familiar with my child care practices and can act as references. One of them is my family doctor.

Name	Address	Telephone	Occupation

ASSIGNMENT SHEET #1

My spouse works at/for ______________________________.

I/we receive ☐ Social Security, ☐ AFDC, ☐ SSI

I/we have other income from ______________________________.

I/we have a car for emergency use ☐ Yes, ☐ No

The total number of each of the following items I now have is:

washbasins_____ toilets_____ potty chairs_____ beds_____ cots_____ cribs_____

My water supply is from an approved source. ☐ Yes, ☐ No

I have a fenced yard. ☐ Yes, ☐ No

I have a pond or swimming pool on my property. ☐ Yes, ☐ No

My pet(s) was/were last vaccinated for rabies on ______________________________.

My home fire extinguisher was last inspected on ______________________________.

The name of my home liability insurance company is ______________________________.

I plan to offer ☐ day care, ☐ night care, ☐ weekend care.

I plan to transport children to and from their ☐ home, ☐ neither ☐ school,

I plan to take children on field trips. ☐ Yes, ☐ No

I plan to care for
- ☐ infants
- ☐ toddlers
- ☐ 3-year-olds
- ☐ 4-year-olds
- ☐ 5-year-olds
- ☐ school-age children

I plan to accept children
- ☐ with physical problems/handicaps
- ☐ with behavioral problems
- ☐ who are mentally retarded
- ☐ none of the above

I, the applicant, affirm that the information I have provided on this form is true and complete, to the best of my knowlege and belief. I, the applicant, have read the Family Day Care Home Standards and I understand that, if licensed, it is my responsibility to follow those Standards at all times. Neither I nor any person now living in my home has ever been convicted of assault and battery, child abuse, or any other violent crime. I understand that, if licensed, I may not hold any other employment, part-time or full-time, during those hours I am providing child care.

Applicant's Signature ______________________________ Date ______________

Spouse's Signature ______________________________ Date ______________

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GOVERNMENTAL REGULATIONS
UNIT III

ASSIGNMENT SHEET #2--COMPLETE A SAMPLE LICENSE APPLICATION FORM FOR A CHILD CARE CENTER

NAME ________________________________ SCORE ______________

Many decisions need to be made before one can obtain a license for operating a child care center. These include number and age of children, hours of operation, and whether you are operating for a profit. These factors may be required on a license application. The local licensing agent can provide the required form.

By studying current standards for child care centers, complete the sample application for a child care center that you would like to open.

CC II - 117-A

ASSIGNMENT SHEET #2

APPLICATION FOR LICENSE DAY CARE CENTER

Name of Day Care Center ____________________ Telephone __________

Address __________ City __________ County __________ Zip Code __________

Type of Organization: ☐ Commercial ☐ Public (Non-profit) ☐ Voluntary (Non-profit)

Name of Owner of Sponsoring Organization ____________________

Maximum Number of Children Accepted for Care __________ Hours of Operation __________

Services Offered ____________________

Signed ____________________ Director or Executive

Signed ____________________ Owner or President of the Board

Date __________

Date __________

Okla. DISRS Issued 3-15-79

DCW-L-4

ASSIGNMENT SHEET #2

APPLICATION FOR LICENSE - DAY CARE CENTER

INSTRUCTIONS FOR PREPARATION OF FORM

The application is prepared in triplicate.
Name of Day Care Center: Enter the name of the child care facility.
Telephone No.: Enter the telephone number of the facility.
Address: Enter the street address, City, County and Zip Code.
Name of Owner or Sponsoring Organization: Enter the name of the owner or of the sponsoring organization.
Type of Organization: Check one block to indicate if the facility is commercial, public non-profit or voluntary non-profit.
Maximum Number of Children Accepted for Care: Enter the number of children for whom the application is made.
Hours of Operation: Enter the hour the facility is opened and closed each day.
Service Offered: State ages of children accepted and type of care to be given. Examples of type of care given: nursery school, infant care, before and after school care, care of the handicapped, etc.
Signed: The Executive or Director and Owner or President of the Board signs and dates the application.

NOTICE: Please read the "Civil Rights" agreement carefully. Since Federal funds are involved the Department of Institutions, Social and Rehabilitative Services is not permitted to recommend a day care facility, include the name of the facility on a published list, or make payment for care of a child, when a child care facility does not abide by this regulation. However, compliance with the regulation is not a requirement of licensing.

ROUTING OF FORM

Operator - Original and 1 copy to the Licensing Service Worker
Copy retained by the facility

Licensing Service Worker - Original to Licensing Service Unit, State Office
Copy retained in local office

Okla. DISRS Issued 3-15-79

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GOVERNMENTAL REGULATIONS
UNIT III

ASSIGNMENT SHEET #3--COMPLETE A HEALTH INSPECTION FORM

NAME____ SCORE __________________

Child care center facilities must be kept clean and free from disease-causing germs. Every so often, an official from the local health department will come and inspect the child care center to see that sanitation standards are being met. There is a certain length of time to correct items that are wrong, then another inspection is made.

Using your local classroom lab or another building with kitchen facilities, complete the sample health inspection report to acquaint yourself with some of the standards a center may have to meet. If an official from the health department comes at this time to make a check, you may wish to complete this form during the visit.

ASSIGNMENT SHEET #3

HEALTH INSPECTION REPORT

SECTION	REQUIREMENT DESCRIPTIONS	YES	NO
FOOD	Sound condition, no spoilage Original container, properly stored		
FOOD PROTECTION	Facilities to maintain product temperature Thermometers provided and conspicuous Handling of food and ice minimized Food and ice dispensing utensils properly stored		
PERSONNEL	Personnel with infections restricted Hands washed clean; good hygiene Clean clothes and hair restraints		
FOOD EQUIPMENT AND UTENSILS	Dishwater and rinse water at proper temperature with a sanitization in one of the rinse waters Wiping cloths clean and properly stored Food contact surfaces of equipment and utensils clean and free of abrasives and detergents Non-food contact surfaces of equipment and utensils clean Proper storage and handling of clean equipment No reuse of single service articles		
WATER	Water source safe with hot and cold water		
SEWAGE	Proper sewage and waste water disposal		
PLUMBING	Plumbing installed and maintained		
TOILET AND HANDWASHING FACILITIES	Convenient and accessible Toilet rooms enclosed; self-closing doors, fixtures in good repair, clean; soap, sanitary towels and hand-drying devices provided; proper waste receptacles		
GARBAGE AND REFUSE DISPOSAL	Containers or receptacles are covered; adequate number provided Free of insects and rodents Outside storage area enclosures properly constructed and clean; controlled incineration		

ASSIGNMENT SHEET #3

SECTION	REQUIREMENT DESCRIPTIONS	YES	NO
INSECT, RODENT, ANIMAL CONTROL	Presence of insects or rodents		
FLOORS, WALLS, AND CEILINGS	Floors well-constructed, drained, clean; good repairs; dustless cleaning methods		
OTHER OPERATIONS	Necessary toxic items properly stored Premises maintained, free of litter, unnecessary articles or cleaning and maintenance equipment properly stored Clean and soiled linen properly stored		

GOVERNMENTAL REGULATIONS
UNIT III

ASSIGNMENT SHEET #4--COMPLETE A SAMPLE FIRE INSPECTION FORM

NAME ______________________________ SCORE ______________

As a part of the licensing process, you may be asked to have a fire inspection. This is to insure the safety of the children and the workers. The local licensing agent in your area can provide the necessary form.

Using the sample form that follows, do a fire inspection of your classroom, child care center, or other facility.

ASSIGNMENT SHEET #4

FIRE INSPECTION REPORT
CHILD CARE FACILITY

____________________ ____________________
Name of Facility Address

____________________ ____________________
City County

____________________ ____________________
Licensee Address

Emergency Number Posted __________ Evacuation Plan Posted ______

I. TYPE OF CONSTRUCTION: ____________________

Floors ____________________ Roof ______________

Interior Wall Construction ______________ No. of Stories ______

Exits and Fire Escapes ____________________

Extinguishers--Number and Type ____________________

Other Fire Protection
Systems or Equipment ____________________

Heating ______________ Are Heaters and Furnaces Guarded ______

Electrical ____________________

II. HOUSEKEEPING: Interior: Good _____ Fair _____ Poor _____

Exterior: Good _____ Fair _____ Poor _____

Nearest Fire Station ______________ Water Supply ________

Road Accessibility ____________________

Special Hazards ____________________

Date of Last Fire Drill ______________

ASSIGNMENT SHEET #4

III. RECOMMENDATION: ______________________________

____

____

____

☐ Approved

☐ Not Approved

Signed ______________________ Signed ______________________
Licensee or Director Inspector

Date ______________________ Date ______________________

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GOVERNMENTAL REGULATIONS
UNIT III

ASSIGNMENT SHEET #5--CHOOSE A LOCATION FOR A CHILD CARE CENTER

NAME ______________________ SCORE ____________

The location of a child care center will be a factor in its enrollment and success. Not all areas in cities are zoned to permit the building and operation of a child care center.

Using your current address and two other addresses, call or visit the municipal agency handling zoning and building codes in your city to find how these addresses are zoned. Record the address and type of zoning below.

Proposed Location for Day Care Center	Type of Zoning	Building Code Permit Allows
1.		
2.		
3.		

A. Which location would be best to build or operate a child care center? ____________

B. Why do you think your choice is the best? ____________

GOVERNMENTAL REGULATIONS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

GOVERNMENTAL REGULATIONS
UNIT III

TEST

NAME ______________________________ SCORE ____________

1. Match terms associated with governmental regulations to the correct definitions. Write the correct numbers in the blanks.

_____ a. Facility which provides a place for six or more children for six or more hours of the day

_____ b. Person employed by a regulatory agency who licenses child care centers

_____ c. Residence used by a person to provide a place and protection for five or less children for part of the day

_____ d. Law passed to insure maintenance of minimum standards for care and protection of children while away from their families

_____ e. Individual under 18 years

_____ f. Any section or district in a community restricted to a particular use

_____ g. City ordinance that regulates the construction of structures

_____ h. Governmental regulations that insure minimum requirements for care and protection of children while away from their families

_____ i. State of being legally responsible

_____ j. Protection against damage due to things such as a fire or storm

1. Licensing service worker
2. Building code
3. Child care center
4. Liability
5. Family child care home
6. Standards for child care centers
7. Child
8. Zoning laws
9. Child Care Facilities Licensing Act
10. Structural insurance

2. State four factors to consider in obtaining a license for a child care center.

a. ____

b. ____

c. ____

d. ____

TEST

3. Arrange in order steps for getting vendor payments. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Agency sends center notification of approval

______b. Child care worker informs parents of service

______c. Parents make request from proper governmental agency

______d. Child care center submits claim to agency showing claim for payment of services rendered

4. Select from the following list three sources of financial and inkind assistance in child care centers. Write an "X" in the blank before each correct answer.

______a. United States Department of Health and Welfare

______b. United States Department of Defense

______c. United States Department of Labor

______d. United States Department of Commerce

______e. United States Department of Agriculture

5. Match types of zoning to consider when deciding on a location for a child care center to the correct definitions. Write the correct numbers in the blanks.

______a. Area of a city or town that is restricted for trade and business use	1. Residential
______b. Area of a city or town that is restricted for private dwellings	2. Commercial
______c. Area of a city or town that is restricted to construction and the production of goods	3. Manufacturing

6. Match laws and agencies to consider in planning a child care center to the correct descriptions. Write the correct numbers in the blanks. Descriptions and laws are continued on the next page.

______a. Investigates complaints of discrimination based on race, color, religion, sex, age, or national origin in private industry and in government jobs	1. Equal Employment Opportunity Commission
______b. Prohibits discrimination on the basis of physical or mental handicap in all federally-assisted programs or activities in the nation	2. Rehabilitation Act of 1973, Section 504

TEST

______c. Places responsibility for identifying and educating handicapped persons from ages three to 21 with all educators, not just special education teachers

______d. Prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

3. Civil Rights Act of 1964

4. Public Law 94-142

7. Distinguish between the reponsibilities for insurance and taxes of the employee and the employer. Write an "X" in the blanks before responsibilities of the employee and an "E" before responsibilities of the employer.

______a. Health insurance

______b. Vehicle liability insurance

______c. Social security tax

______d. Transportation insurance

______e. Figuring and withholding of social security taxes

______f. Structural insurance

______g. Ground insurance

8. Select from the following list items that should be posted in a child care center. Write an "X" in the blank before each correct answer.

______a. Health inspection form

______b. Teacher's diploma

______c. Major and minor medical emergency plan

______d. Charges

______e. Bus driver's license

______f. Menu pattern with serving sizes for different age children

______g. Health permit

______h. Fire evacuation plan

______i. Menus

______j. Insurance policy

______k. License

______l. Emergency phone numbers

______m. Holidays

TEST

(NOTE: Test questions nine-13 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Complete a sample license application form for a family day care home.
10. Complete a sample license application form for a child care center.
11. Complete a health inspection form.
12. Complete a sample fire inspection form.
13. Choose a location for a child care center.

GOVERNMENTAL REGULATIONS
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 150.)

1. (20 points)

    a. 3

    b. 1

    c. 5

    d. 9

    e. 7

    f. 8

    g. 2

    h. 6

    i. 4

    j. 10

2. (8 points)

    Any four of the following

    a. Free of conviction of moral charge, physical violence, or child abuse

    b. Public or private group or individual sponsorship

    c. Purpose and function

    d. Licensing regulations for your state

    e. Zoning laws

    f. Application for licensing and fire inspection

3. (8 points)

    a. 3

    b. 1

    c. 2

    d. 4

4. (10 points)

    a, c, e

ANSWERS TO TEST

5. (6 points)

   a. 2

   b. 1

   c. 3

6. (8 points)

   a. 1

   b. 2

   c. 4

   d. 3

7. (14 points)

   a. X

   b. E

   c. X

   d. E

   e. E

   f. E

   g. E

8. (26 points)

   a, c, d, f, g, h, i, k, l

9. Evaluated to the satisfaction of the instructor (5 points)
10. Evaluated to the satisfaction of the instructor (10 points)
11. Evaluated to the satisfaction of the instructor (10 points)
12. Evaluated to the satisfaction of the instructor (10 points)
13. Evaluated to the satisfaction of the instructor (15 points)

HEALTH, SAFETY, AND SANITATION
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care for the health and safety of children. The student should also be able to practice appropriate sanitizing procedures for a child care center. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with health, safety, and sanitation to the correct definitions.
2. Select from a list ways good health of children can be promoted.
3. Describe characteristics of a safe child care center.
4. Discuss why sanitation is important.
5. Discuss when to use handwashing procedures.
6. List items that need sanitizing in a child care center.
7. Select from a list guidelines for safety and sanitation in a child care center.
8. Describe conditions that can cause accidents.
9. Discuss ways to prevent accidents.
10. Complete immunization records.
11. Draw an emergency evacuation plan.
12. Describe use of fire extinguisher and alarm system.
13. Demonstrate the ability to
    a. Use correct handwashing techniques.
    b. Sanitize a kitchen.
    c. Sanitize a bathroom.

HEALTH, SAFETY, AND SANITATION
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

      1. *Standards for Day Care Centers.* Oklahoma City: State Department of Human Services, 1981. Available from Oklahoma Department of Human Services, Box 25352, Oklahoma City, Oklahoma 73125.

      2. *Standards for Family Day Care Homes.* Oklahoma City: State Department of Human Services, 1975. Available from Oklahoma Department of Human Services, Box 25352, Oklahoma City, Oklahoma 73125.

      (NOTE: If possible, order enough of both materials above for each student.)

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Develop appropriate learning activities for special needs students.

   H. Have students report on diseases that are caused and carried by unsanitary conditions.

   I. Have county health official speak to class on the importance of proper sanitation.

   J. Have students evaluate a child care center by making a list of things that they feel are unsafe.

   (NOTE: If this is not done at the child care lab at your school, advise students to keep their opinions of whether the child care center is unsafe confidential until class discussion.)

   K. Discuss with students information on health, safety, and sanitation from *Standards for Family Day Care Homes* and *Standards for Day Care Centers.*

   L. Give test.

   M. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Complete Immunization Records

      2. Assignment Sheet #2--Draw An Emergency Evacuation Plan

      3. Assignment Sheet #3--Describe Use of Fire Extinguisher and Alarm System

   E. Answers to assignment sheets

   F. Job sheets

      1. Job Sheet #1--Use Correct Handwashing Techniques

      2. Job Sheet #2--Sanitize a Kitchen

      3. Job Sheet #3--Sanitize a Bathroom

   G. Test

   H. Answers to test

III. Unit references

   A. Ranbo, Beverly J., and Wood, Lucille A. *Nursing Skills for Allied Health Fields,* vol. one, 2nd ed. Philadelphia: W. B. Saunders Company, 1977.

   B. Sloan, Jamee. *Medical Assistant.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1981.

   C. *Standards for Day Care Centers.* Oklahoma City: State Department of Human Services, 1981.

HEALTH, SAFETY, AND SANITATION
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Sanitation--Practice of maintaining clean and healthy conditions

B. Microorganisms--Tiny living creatures of varing sizes and shapes which ordinarily cannot be seen with the naked eye

(NOTE: Some microorganisms are germs that cause disease.)

C. Hazard--Situation that could cause an accident

D. Toxic--Poisonous substance

E. Vermin--Insects, bugs, or small animals that are objectionable because they can be destructive or carry disease

EXAMPLES: Flies, lice, rats

II. Ways good health of children can be promoted (Assignment Sheet #1)

A. Clean and safe surroundings

B. Nourishing foods

C. Fresh air

D. Exercise

E. Rest and sleep

F. Proper clothing

G. Good relationships with caregivers and other children

H. Immunizations

I. Daily health checks

(NOTE: Children can be checked quickly each day by a staff member who examines or observes the child for disease symptoms. Caregivers should also check for poor health habits such as dirty hands and face, and dirty hair and scalp. Lice can also be a problem. Information about lice can be obtained from your local health department.)

INFORMATION SHEET

J. Maintaining records

EXAMPLES: Telephone number of family and center-related doctors and other medical personnel; emergency telephone numbers of all hospitals in the area; telephone numbers of local poison center if available, procedures for securing ambulance, telephone numbers of police and fire stations; telephone numbers and names of each child's parents, guardians, relatives, or friends to be contacted in case of emergency

(NOTE: These should be posted at each telephone.)

K. Precautions taken if child becomes sick at center to avoid exposing other children to disease

L. Medication given as directed by doctor

III. Characteristics of a safe child care center (Assignment Sheet #3)

A. Supervision is ample, even during emergency situations

B. Children remain at center until responsible persons come to pick them up

(NOTE: Children should not be allowed to return to their homes alone nor be released to unauthorized persons.)

C. Outdoor play areas are fenced

D. Play areas are checked daily for harmful objects

E. Temperature, ventilation, and lighting are appropriate

F. Plan for escape from fire is known

G. Plan for storm emergency is known

H. Handrails on stairs are low enough for children

I. Stairways are well-lighted

J. Rugs are securely attached to floors

K. Traffic lanes and play areas are not blocked

L. Hot water faucets are clearly identified

M. Electrical outlets are covered

N. Transportation for study tour away from the center is approved by parents or guardians

O. Location and use of fire extinguishers and alarm system is known

INFORMATION SHEET

IV. Why sanitation is important (Job Sheets #1, #2, and #3)

- A. Prevents spread of contagious disease to workers and children
- B. Attracts business to center

  (NOTE: Word-of-mouth concerning epidemics from unclean practices travels fast and may reduce the number of customers; word of disease-free centers also travels fast and may attract customers.)

- C. Is required by health and licensing agencies

V. When to use handwashing procedures (Job Sheet #1)

(NOTE: The five most common methods of transmitting disease are the five fingers. Fingers carry microorganisms to the mouth, nose, and eyes, as well as to the noses and eyes of others.)

- A. Caregivers should wash hands
  1. When coming to work
  2. After going to toilet or toileting a child
  3. After wiping noses
  4. After changing diapers
  5. Before serving food
  6. Before and after brushing children's teeth
- B. Children should wash hands
  1. Before and after meals and snacks
  2. After toileting
  3. Before brushing teeth
  4. When soiled
- C. Cooks should wash hands
  1. After arriving at work
  2. When handling food or eating equipment
  3. After toileting
  4. After handling garbage

INFORMATION SHEET

5. After handling moist protein products

   EXAMPLE: After cutting up a chicken

6. After handling contaminated foods

VI. Items that need sanitizing in a child care center (Job Sheets #2 and #3)

A. Bathroom

(NOTE: There are a number of antibacterial powders and solutions available. The instructions on containers for floor coverings and equipment should be carefully followed to determine which product to use in a certain situation. Potty chairs should be sanitized after each use.)

1. Floor
2. Toilets
3. Sinks
4. Walls

   (NOTE: Walls may not need to be sanitized daily, but a schedule should be made to prevent neglect.)

B. Kitchen

(NOTE: Solutions containing chlorine are frequently used in the kitchen. Keep in mind that a bleaching effect is obtained, particularly on counter tops, with repeated use of chlorine.)

1. Floor
2. Equipment

   EXAMPLES: Cutting boards, can openers, grinders, blenders, mixers

3. Sinks
4. Counter tops
5. Storage areas
6. Garbage containers and lids
7. Dishwashers
8. Range and hood vents

   (NOTE: This will help prevent fires.)

INFORMATION SHEET

C. Classroom equipment and furnishings

(NOTE: Keep areas free from vermin and insects.)

1. Toys
2. Cots and/or cribs

   (NOTE: Sheets and covers should be changed as needed on cots. Infant and toddler crib sheets should be changed daily and whenever soiled. Cots can be washed down with a sanitizing solution and hose, then allowed to dry outdoors. A spray sanitizer can be used daily or as needed on the cots.)

3. Tables
4. Chairs and/or high chairs
5. Walls

   (NOTE: Scrub and sanitize as needed; keep in good repair.)

6. Floors

   (NOTE: Spot-clean and vacuum carpet stains immediately after soiling, according to manufacturer's instructions.)

7. Diaper-changing counters
8. Diaper containers and lids
9. Wading pools and water tables
10. Animal cages

VII. Guidelines for safety and sanitation in a child care center (Job Sheets #1, #2, and #3)

A. Store sanitation products to prevent children from reaching them

B. Store sanitation products away from dishes

C. Avoid mixing chlorine bleach and ammonia products

(NOTE: When these are mixed, a dangerous gas is formed. Chlorine leaves the water as a gas and its effect is lost.)

D. Use only the amount recommended by the manufacturer

E. Avoid using products to clean equipment for which they are not recommended

F. Use gloves to protect hands

INFORMATION SHEET

G. Avoid mixing hot water and chlorine bleach

H. Do not touch eating surfaces of dishes

EXAMPLES: Rims of glasses, centers of plates

VIII. Conditions that can cause accidents

A. Caregivers not familiar with routines and activities of children

B. Ill, tired, hungry, angry, or confused child

C. Lack of safe play areas

D. Presence of hazards

(NOTE: Children are fascinated by such things as open flames and electrical cords; hazards such as these should be eliminated from the center.)

EXAMPLES: No fences by busy streets, open heaters, sharp objects, bottles of medicine, cleaning supplies, or other poisonous substances; slippery floors, open electrical outlets

E. Staff members not prepared to manage young children, due to lack of knowledge or training

F. Space and equipment not planned to provide safety for children's activities

G. Routines not established so children know what is expected of them and what they can expect

H. Conflicts among staff members; staff members unhappy with their work or not feeling well

I. Poor transportation arrangements to and from the center

J. Ill or stressful parents

K. Inattentive caregivers

IX. Ways to prevent accidents

A. Outdoor accidents

1. Make sure drainage is adequate to eliminate standing water
2. Eliminate damp areas for safety in activities and to prevent bacteria and insect growth
3. Provide enough space for children to play
4. Make sure area is fenced
5. Check play area daily and keep free of harmful objects

INFORMATION SHEET

6. Supervise play

7. Make sure equipment is sturdy, has smooth edges and working parts, and is in safe condition for use by the children

8. Supervise water play closely; make sure water is shallow and changed daily

B. Equipment and toys

1. Provide equipment that is sturdy and in good repair

2. Provide equipment that is constructed to avoid pinched fingers and legs and that does not have hard-to-work parts

3. Place equipment where falls will be prevented and where equipment will not tip over

   (NOTE: Check licensing requirements for type of material that is required to be under climbing equipment.)

4. Use washers and nuts on all bolts to prevent bolts from loosening or protruding dangerously

5. Use closed hooks instead of open-ended hooks on things such as swing chains, where hooks can pull loose and allow the child to fall

6. Provide toys that are free of sharp wires, prongs, pins, or edges

7. Avoid toys made from materials that shatter into sharp slivers when dropped

8. Avoid toys that produce excessive amounts of heat or that are highly flammable

9. Avoid toys small enough to put in ears, nose, or mouth

10. Do not paint toys with toxic paint

11. Make sure toys and equipment are electrically safe

C. Matches

1. Store in a safe location

2. Teach children that matches are not toys

D. Poisons

1. Label all drugs and cleaning products

2. Read labels carefully before use

3. Store all potentially harmful products in their original containers

INFORMATION SHEET

4. NEVER leave medicines within reach or sight of children
5. Use cleaning fluids, paint, paint thinners, and removers in a well-ventilated room when children are not present
6. Keep containers of poisons locked or stored out of reach of children when not in use
7. Use insecticides sparingly to avoid inhaling mist or fumes

   (NOTE: Insecticides should not be used around food, bed coverings, or toys; they should not be used when children are present.)
8. Wash fresh fruits and vegetables thoroughly before serving
9. Prevent children from putting poisonous plants and tree parts into their mouths

E. Playing with pets--Demonstrate proper handling of pets and teach children how to love and care for pets

F. Transportation of children

1. Establish routines for children to enter and leave the center
2. Establish routines for children to enter and leave vehicles
3. Arrange for extra help when children are taken on study tour
4. Help children learn safety rules for crossing streets
5. Use restraint system that is correct for the size of the child

   EXAMPLES: Car seat; seat belt

G. Eye safety

(NOTE: The National Society for the Prevention of Blindness, Inc., lists the following as the major causes of eye injuries: Falls, cinders, blows, sharp objects, and weapons. It is up to the caregiver to make surroundings safe for children.)

1. Keep sharp instruments away from youngsters
2. Make sure toys and play equipment are suited to the child's developmental level
3. Supervise play
4. Teach children not to rub eyes with hands and fingers
5. Encourage parents to purchase eyeglasses with safety lenses for their children if glasses are necessary
6. Teach children to look away from the direct rays of the sun

HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #1--COMPLETE IMMUNIZATION RECORDS

NAME ______________________________ SCORE __________

Science has given the world the opportunity to prevent many deadly diseases by developing immunizations and vaccines. Small children should be given these immunizations at an early age and adults should keep their immunizations current by having boosters. In today's mobile society, accurate records should be kept and carried to new homes and physicians. As a caregiver of children, it is important for you to know how to fill these records out and to instruct parents how to keep a home record for the family. Using your own immunization information, fill out the following sample records. Maybe this would be a good time for you to update your own protection against disease.

IMMUNIZATION RECORD

PRIMARY IMMUNIZATONS

Age	Vaccines	Comments
Two Months	DPT & Polio	DTP--0.5 ml Diphtheria, Pertussis and Tetanus (Absorbed Type) administered intramuscularly
Four Months	DTP & Polio	Polio--Trivalent Oral Polio Vaccine (TOPV)
Six Months	DTP & Polio	
15 Months	Measles Rubella (Mumps)	M-R--One dose (0.5 ml) of Measles/Rubella combined administered subcutaneously OR M-M-R--One dose of Measles/Mumps/Rubella combined administered subcutaneously
18 Months	DTP & Polio	These doses are considered to be an integral part of the primary immunization series

BOOSTER IMMUNIZATIONS

Age	Vaccines	Comments
Six Years	DTP & Polio	Should be given before school entry. Substitute 0.5 ml Td (Adult Strength) for children age seven and above
Every 10 Years	Td (Adult)	0.5 ml Td (Adult Strength) should be given intramuscularly at 10-year intervals to persons age seven and above

ASSIGNMENT SHEET #1

PRIMARY IMMUNIZATIONS

Vaccine	Date Given	Signature	Vaccine	Date Given	Signature
DTP-Dose 1			Polio-Dose 1		
DTP-Dose 2			Polio-Dose 2		
DTP-Dose 3			Polio-Dose 3		
Measles			Polio-Dose 4		
Rubella			Oklahoma Law requires no less than 3 DTP, one Measles, one Rubella and 4 Polio immunizations before school entry.		
Mumps					

BOOSTER IMMUNIZATIONS

Vaccine	Date Given	Signature	Vaccine	Date Given	Signature
DTP-Dose 4			Polio-Dose 5		
DTP-Dose 5			*		
Td-(Adult)			*		
Td-(Adult)			*		

DTP-Diphtheria-Pertussis-Tetanus Td-Diphtheria-Tetanus *Other Vaccine or Test

HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #2--DRAW AN EMERGENCY EVACUATION PLAN

NAME ______________________________ SCORE ______________

Getting out of a burning building and moving to a place of safety during a severe storm is frightening. It can also be hazardous if an emergency evacuation plan has not been developed or practiced.

PART I

In the space that follows, draw an emergency evacuation plan for your school from your present classroom. Next, draw an emergency evacuation plan to follow if the exit in Plan A was blocked by fire.

Plan A:

ASSIGNMENT SHEET #2

Plan B:

ASSIGNMENT SHEET #2

PART II

A. What factors did you consider in Plan A?

B. What factors did you consider in Plan B?

C. What additional factors would you consider if infants and toddlers were involved in the emergency evacuation?

ASSIGNMENT SHEET #2

D. What additional factors would you consider if an emergency occurred in the nap room?

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HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #3--DESCRIBE USE OF FIRE EXTINGUISHER AND ALARM SYSTEM

NAME ______________________________________ SCORE ________________

Fire extinguishers and alarm systems vary depending on the brand, style, and type.

A. Examine a fire extinguisher in your school or classroom. Study its instructions and explain in the space below how the extinguisher is activated and used.

____

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B. What type of alarm system does your school have for reporting a fire or other emergency? ____

____

____

____

____

C. Have you seen other types of alarm systems? If so, how do they work?____________

____

____

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____

____

HEALTH, SAFETY, AND SANITATION
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #1--USE CORRECT HANDWASHING TECHNIQUES

(NOTE: Handwashing procedures are essential for caregivers, children, and cooks in a child care facility. It is an essential preventive measure to insure the health of the children as well as the workers. Correct handwashing procedures can also help prevent center and personal embarrassment from an unsanitary reputation.)

I. Equipment

A. Liquid soap or bacteriostatic bar soap

(NOTE: A bar of soap may be a germ carrier if not rinsed carefully before returning to the soap dish. The bacteriostatic soaps containing hexachlorophene have an added advantage in reducing bacteria on the skin and should be used after changing a diarrhea diaper. There are some side effects that make it important to carefully follow directions on these soaps.)

B. Sink and running water

C. Paper towels

D. Containers for soiled towels

II. Procedure

A. Remove jewelry

B. Approach sink and lean slightly forward

(NOTE: Clothing should not touch sink and water should not splash clothing.)

C. Turn on water and adjust to warm temperature, then continue running throughout procedure

(NOTE: Faucets are available with foot pedals, elbow levers, and hand operated controls. Child care facilities usually have hand operated faucets.)

D. Wet hands with water

(NOTE: Hands should be held downward in the sink to drain water from elbows to fingertips. This carries bacteria away with the water. Avoid touching dirty sink and faucets.)

E. Apply soap

(NOTE: Liquid soap combines more easily with dirt and is more effective than bar soap. If bar soap is used, provide a soap dish that allows drying on all four sides, as moisture contributes to bacteria growth.)

JOB SHEET #1

F. Wash palms of hands

(NOTE: This step takes 30 seconds [30 strokes] for low contamination such as routine handwashing, or 60 seconds [60 strokes] after handling diarrhea diapers, wiping noses, contaminated garbage, or plates used by sick children. One hundred-twenty strokes is recommended when coming to work each day. Use friction, strong rubbing movements, and rotary, circular motions.)

G. Wash back of hands

(NOTE: Use a minimum of 10 rotary motions.)

H. Wash fingers and fingernails

(NOTE: Use a minimum of 10 rotary motions, interlacing fingers and thumbs and rotating back and forth.)

I. Rinse with running water; direct flow from wrists down to fingers, then down the drain

J. Again moisten wrists and forearms with soap and wash a minimum of 10 to 15 seconds per arm

K. Rinse arms and hands; make water drain from forearm to fingertips

L. Repeat steps D-K for highly contaminated situations

(NOTE: As an added precaution, use chlorine solution for washing hands.)

M. Inspect knuckles

N. Dry hands well with a paper towel

O. Apply lotion if needed

(NOTE: It is recognized that this much detail cannot always be followed in routine handwashing with children, but these principles can be learned by the children and perhaps be used after toileting and other high contamination times.)

HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #2--SANITIZE A KITCHEN

(NOTE: Kitchen cleanliness begins with the personal clothing, hair, hygiene, and cleanliness of the person working in the kitchen and the habits used in preparation and storage of food. This person must desire to prevent growth and spread of contagious or food-borne bacteria. Hair nets, scarves, hair spray, caps, and bands will have to be used according to requirements by investigating agencies in the center area or according to center policy. Sanitation in dishwashing, storage of dishes, counter tops, equipment, as well as on floors and in garbage containers are a part of the food service person's responsibilities. Be sure to use sanitizing solutions or powders recommended for the products and equipment being sanitized.)

I. Equipment

   A. Two-compartment sink and a dishpan, a three-compartment sink, or a home or commercial dishwasher

      (NOTE: It is recommended when constructing new centers that a three-compartment sink be considered even when there is a dishwasher installed, so that a crisis will not result when dishwasher repairs are delayed. It is also recommended that local health requirements affecting this equipment be checked.)

   B. Dishwashing detergent recommended for the equipment being used

   C. Sanitizing powder or solution recommended by manufacturer for specific techniques being used, or water temperature appropriate to sanitize

   D. Sponges or washcloths for hand-washing dishes, counters, and equipment

   E. Dish drainer

   F. Sanitized, non-absorbent surface where air can circulate underneath

II. Procedure for dishwashing

   A. Dishwashing with compartment sink and/or dishpan

      (NOTE: Regardless of the method used to wash dishes, there should be a washing step, a rinsing step, and a sanitizing step.)

      1. Scrape dishes and stack in this order--Glassware, silverware, china, serving pieces, and pots and pans
      2. Clean sinks
      3. Wash hands
      4. Prepare warm, soapy water in one sink, hot water in the middle sink, and lukewarm sanitizing solution (usually chlorine prepared by manufacturer's directions) in the right sink or dishpan
      5. Wash dishes in warm, soapy water

JOB SHEET #2

6. Rinse dishes in middle sink

7. Sanitize in right sink or dishpan for two minutes

   (NOTE: When sanitizing by heat, temperature must be at 170°F and dishes must remain at that temperature for the same length of time as required when using chlorine sanitizing products.)

8. Let dishes dry in drainer before storing

   (NOTE: Never towel-dry dishes, this will contaminate them.)

B. Dishwashing with a home or commercial dishwasher

1. Scrape and rinse dishes

2. Load dishwasher according to manufacturer's directions

3. Use dishwashing soap according to the manufacturer's directions

4. Add chlorine for sanitizing when using dishwashers with a sanitizing feature

5. Run dishwasher for the full wash, rinse, and sanitizing cycles

   (NOTE: Heat-drying must be a dishwasher feature to be acceptable for sanitizing by heat. Temperature must be held at 170°F.)

6. Remove dishes to sanitized storage, do not wipe with a cloth

   (NOTE: Sanitizing by hot water is obtained by heating water a minimum of 145°F and holding for a specific length of time. In home dishwashers, this must be 145°F for 30 minutes. One home dishwasher is needed for every 20 children in a center to allow for dishwashing, sanitizing, and drying time needed. In most commercial dishwashers, water temperature is 180°F. With a special hot water booster that can be purchased at a restaurant supply company, this temperature can be obtained.)

III. Procedure for storing sanitized dishes and equipment

(NOTE: Once dishes are sanitized, it is important not to contaminate them before use by towel-drying, dirty hands, or unclean storage surfaces.)

A. Begin with a sanitized, non-absorbent surface where air can circulate underneath

   EXAMPLES: Plastic mesh purchased at restaurant supply company; rubber mat with high and low ridges

B. Store cups and glasses with bottoms up

C. Categorize flatware

   (NOTE: If flatware is self-served, place in containers with handles out.)

HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #3--SANITIZE A BATHROOM

I. Equipment

   A. Floor mop

   B. Bucket or sink

   C. Sanitizing powder or solution as required for particular situation

      (NOTE: A combination of powder and solutions may be best for most cleaning jobs.)

   D. Toilet brush

   E. Floor brush and/or fine steel wool

   F. Sponge, washcloth, or paper product to scrub and dry equipment

II. Procedure

   A. Sinks

      1. Read manufacturer's directions for cleaning product to be used

      2. Follow directions for mixing and use

      3. Rinse sinks

      4. Use paper towel and dry areas around sink to prevent bacterial growth

         (NOTE: Sinks should be the last to be sanitized in the bathroom if it is used to clean other areas of the bathroom.)

   B. Toilets

      1. Read manufacturer's directions for products selected

      2. Flush toilet to moisten all areas for cleaning

      3. Apply cleaning products and scrub with toilet brush

      4. Flush toilet again and add sanitizing agent according to manufacturer's instructions

         (NOTE: Some cleaning products may clean and sanitize at the same time, which makes only flushing necessary.)

JOB SHEET #3

5. Prepare sanitizing solution in a pan or bathroom sink to clean other areas; follow manufacturer's instructions

   (NOTE: The solution used in the bathroom may also be used to sanitize baseboards and for periodic cleaning in other areas of the child care facility, such as playrooms, chairs, and work tables.)

6. Wash seat, tanks, toilet cover, and base with solution, using sponges, washcloths, or paper products

   (NOTE: To protect hands from the cleaning and sanitizing solutions, you might want to use rubber gloves.)

7. Rinse and dry with paper towels to prevent bacterial growth

   (NOTE: Do not re-use paper towel.)

C. Floors

1. Read manufacturer's directions for products selected; choose a product that is recommended for the type of floor being cleaned

   (NOTE: Chlorine products will soften and deteriorate some floor coverings. Never use chlorine and water solutions on carpets.)

2. Vacuum or sweep floor

3. Clean corners and crevices around toilets with cleaning solution and brush or fine steel wool, if there is wax or dirt buildup

4. Mix a mop water solution according to directions

5. Mop floor with solution; wipe carefully around base of stools by hand if necessary

6. Rinse and allow to dry

HEALTH, SAFETY, AND SANITATION
UNIT IV

TEST

NAME ______________________________ SCORE ____________

1. Match terms associated with health, safety, and sanitation to the correct definitions. Write the correct numbers in the blanks.

_____ a. Tiny living creatures of varying sizes and shapes which ordinarily cannot be seen with the naked eye

_____ b. Insects, bugs, or small animals that are objectionable because they can be destructive or carry disease

_____ c. Situation that could cause an accident

_____ d. Poisonous substance

_____ e. Practice of maintaining clean and healthy conditions

1. Sanitation
2. Toxic
3. Vermin
4. Microorganisms
5. Hazard

2. Select from the following list ways good health of children can be promoted. Write an "X" in the blank before each correct answer.

_____ a. Clean and safe surroundings

_____ b. Be certain children eat all the food on their plates

_____ c. Exercise

_____ d. Rest and sleep

_____ e. Proper clothing

_____ f. Immunizations

_____ g. Daily health checks

_____ h. Keep children inside if temperature is below 65°F

_____ i. Maintaining records

_____ j. Precautions taken if child becomes sick at center to avoid exposing other children to disease

_____ k. Nourishing foods

_____ l. Fresh air

_____ m. Medication given as directed by doctor

_____ n. Good relationships with caregivers and other children

TEST

3. Describe four characteristics of a safe child care center.

4. Discuss why sanitation is important.

5. Discuss when to use handwashing procedures. Discuss three from each category.
   a. Caregivers should wash hands--
   b. Children should wash hands--
   c. Cooks should wash hands--

TEST

6. List two items from the following categories that need sanitizing in a child care center.

a. Bathroom--______________________________

____

____

b. Kitchen--______________________________

____

____

c. Classroom equipment and furnishings--______________________________

____

____

7. Select from the following list guidelines for safety and sanitation in a child care center. Write an "X" in the blank before each correct answer.

______a. Store sanitation products to prevent children from reaching them

______b. Make children responsible for own medicine

______c. Store sanitation products away from dishes

______d. Have children clean sink after washing hands

______e. Avoid mixing chlorine bleach and ammonia products

______f. Use only the amount recommended by the manufacturer

______g. Avoid using products to clean equipment for which they are not recommended

______h. Use gloves to protect hands

______i. Have children take their own plates to the kitchen

______j. Avoid mixing hot water and chlorine bleach

______k. Do not touch eating surfaces of dishes

TEST

8. Describe five conditions that can cause accidents.

9. Discuss one way to prevent accidents from each category.

    a. Outdoor accidents--

    b. Equipment and toys--

    c. Matches--

    d. Poisons--

    e. Playing with pets--

    f. Transportation of children--

    g. Eye safety--

(NOTE: Test questions 10-13 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Complete immunization records.

11. Draw an emergency evacuation plan.

TEST

12. Describe use of fire extinguisher and alarm system.

13. Demonstrate the ability to

    a. Use correct handwashing techniques.

    b. Sanitize a kitchen.

    c. Sanitize a bathroom.

HEALTH, SAFETY, AND SANITATION
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (10 points)

   a. 4

   b. 3

   c. 5

   d. 2

   e. 1

2. (28 points)

   a, c, d, e, f, g, i, j, k, l, m, n

3. (10 points)

   Description should include four of the following

   a. Supervision is ample, even during emergency situations

   b. Children remain at center until responsible persons come to pick them up

   c. Outdoor play areas are fenced

   d. Play areas are checked daily for harmful objects

   e. Temperature, ventilation, and lighting are appropriate

   f. Plan for escape from fire is known

   g. Plan for storm emergency is known

   h. Handrails on stairs are low enough for children

   i. Stairways are well-lighted

   j. Rugs are securely attached to floors

   k. Traffic lanes and play areas are not blocked

   l. Hot water faucets are clearly identified

   m. Electrical outlets are covered

   n. Transportation for study tour away from center is approved by parents or guardians

   o. Location and use of fire extinguishers and alarm system is known

ANSWERS TO TEST

4. (5 points)

   Discussion should include

   a. Prevents spread of contagious disease to workers and children

   b. Attracts business to center

   c. Is required by health and licensing agencies

5. (15 points)

   Discussion should include three from each category

   a. Caregivers should wash hands

      1) When coming to work

      2) After going to toilet or toileting a child

      3) After wiping noses

      4) After changing diapers

      5) Before serving food

      6) Before and after brushing children's teeth

   b. Children should wash hands

      1) Before and after meals and snacks

      2) After toileting

      3) Before brushing teeth

      4) When soiled

   c. Cooks should wash hands

      1) After arriving at work

      2) When handling food or eating equipment

      3) After toileting

      4) After handling garbage

      5) After handling moist protein products

      6) After handling contaminated foods

ANSWERS TO TEST

6. (6 points)

Answers should include two from each of the following categories

a. Bathroom
    1) Floor
    2) Toilets
    3) Sink
    4) Walls

b. Kitchen
    1) Floor
    2) Equipment
    3) Sinks
    4) Counter tops
    5) Storage areas
    6) Garbage containers and lids
    7) Dishwashers
    8) Range and hood vents

c. Classroom equipment and furnishings
    1) Toys
    2) Cots and/or cribs
    3) Tables
    4) Chairs and/or high chairs
    5) Walls
    6) Floors
    7) Diaper-changing counters
    8) Diaper containers and lids
    9) Wading pools and water tables
    10) Animal cages

ANSWERS TO TEST

7. (22 points)

   a, c, e, f, g, h, j, k

8. (10 points)

   Description should include five of the following

   a. Caregivers not familiar with routines and activities of children

   b. Ill, tired, hungry, angry, or confused child

   c. Lack of safe play areas

   d. Presence of hazards

   e. Staff members not prepared to manage young children, due to lack of knowledge or training

   f. Space and equipment not planned to provide safety for children's activities

   g. Routines not established so children know what is expected of them and what they can expect

   h. Conflicts among staff members; staff members unhappy with their work or not feeling well

   i. Poor transportation arrangements to and from the center

   j. Ill or stressful parents

   k. Inattentive caregivers

9. (14 points)

   Discussion should include one from each of the following categories

   a. Outdoor accidents

      1) Make sure drainage is adequate to eliminate standing water

      2) Eliminate damp areas for safety in activities and to prevent bacteria and insect growth

      3) Provide enough space for children to play

      4) Make sure area is fenced

      5) Check play area daily and keep free of harmful objects

      6) Supervise play

ANSWERS TO TEST

    7) Make sure equipment is sturdy, has smooth edges and working parts, and is in safe condition for use by the children

    8) Supervise water play closely; make sure water is shallow and changed daily

b. Equipment and toys

    1) Provide equipment that is sturdy and in good repair

    2) Provide equipment that is constructed to avoid pinched fingers and legs and that does not have hard-to-work parts

    3) Place equipment where falls will be prevented and where equipment will not tip over

    4) Use washers and nuts on all bolts to prevent bolts from loosening or protruding dangerously

    5) Use closed hooks instead of open-ended hooks on things such as swing chains, where hooks can pull loose and allow the child to fall

    6) Provide toys that are free of sharp wires, prongs, pins, or edges

    7) Avoid toys made from materials that shatter into sharp slivers when dropped

    8) Avoid toys that produce excessive amounts of heat or that are highly flammable

    9) Avoid toys small enough to put in ears, nose, or mouth

    10) Do not paint toys with toxic paint

    11) Make sure toys and equipment are electrically safe

c. Matches

    1) Store in a safe location

    2) Teach children that matches are not toys

d. Poisons

    1) Label all drugs and cleaning products

    2) Read labels carefully before use

    3) Store all potentially harmful products in their original containers

    4) NEVER leave medicines within reach or sight of children

    5) Use cleaning fluids, paint, paint thinners, and removers in a well-ventilated room when children are not present

ANSWERS TO TEST

        6) Keep containers of poisons locked or stored out of reach of children when not in use

        7) Use insecticides sparingly to avoid inhaling mist or fumes

        8) Wash fresh fruits and vegetables thoroughly before serving

        9) Prevent children from putting poisonous plants and tree parts into their mouths

    e. Playing with pets--Demonstrate proper handling of pets and teach children how to love and care for pets

    f. Transportation of children

        1) Establish routines for children to enter and leave the center

        2) Establish routines for children to enter and leave vehicles

        3) Arrange for extra help when children are taken on study tour

        4) Help children learn safety rules for crossing streets

        5) Use restraint system that is correct for the size of the child

    g. Eye safety

        1) Keep sharp instruments away from youngsters

        2) Make sure toys and play equipment are suited to the child's developmental level

        3) Supervise play

        4) Teach children not to rub eyes with hands and fingers

        5) Encourage parents to purchase eyeglasses with safety lenses for their children if glasses are necessary

        6) Teach children to look away from the direct rays of the sun

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (15 points)

13. Performance skills evaluated to the satisfaction of the instructor

    a. (10 points)

    b. (15 points)

    c. (10 points)

TYPES OF PROGRAMS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to list reasons for establishing goals in a child care program and to arrange steps in planning a business. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with types of programs to the correct definitions.
2. State reasons for establishing goals in a child care program.
3. Distinguish between types of child care programs.
4. Distinguish between qualities of child care programs.
5. Match types of programs to their unique characteristics.
6. Select from a list locations for child care centers to promote competitive business.
7. Arrange in order steps in planning a child care business.
8. State questions used to evaluate a child care program.
9. Select from a list recommended ways of advertising.
10. Select from a list suggestions for advertising with brochures.
11. Match educational theorists to their descriptions.
12. Establish goals.
13. Interview child care employees to record goals for their particular type of program.
14. Select the proper child care center.
15. Complete a self-inventory.
16. Complete a special project based on an educational theorist.
17. Design an advertisement for a newspaper or Yellow Page ad.
18. Tape record a radio spot.

TYPES OF PROGRAMS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Order materials planned to supplement unit.
    1. *Dealing with Daily Situations: Learning Goals for Young Children.* Color 35mm filmstrip and audio cassette, nine minutes, *Parents' Magazine* Films, Inc., 1978. Available from *Parents' Magazine*, 52 Vanderbilt Avenue, New York, New York, 10017.
    2. Abidin, Richard R. *Review of Parent Education Materials and Package Program.* Springfield, Illinois: Charles C. Thomas Publishing Inc., n.d.
- B. Provide students with objective sheet.
- C. Provide students with information and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Develop appropriate learning activities for special needs students.
- G. Plan study tour to visit a Montessori or other type of program in progress.
- H. Have students visit a child care program and report if it is custodial, developmental, or comprehensive. Have them support their reasoning.
- I. Have students plan a child care business using steps provided in objective seven and Assignment Sheets #3 and #4.
- J. Get information on how to start a small business.

  (NOTE: Your community may have a small business administration.)
- K. Visit schools or classes for special needs students.
- L. Have students collect child care ads from newspapers for Assignment Sheet #6.
- M. Give test.
- N. Reteach if necessary.

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

   1. Assignment Sheet #1--Establish Goals
   2. Assignment Sheet #2--Interview Child Care Employees to Record Goals for Their Particular Type of Program
   3. Assignment Sheet #3--Select the Proper Child Care Center
   4. Assignment Sheet #4--Complete a Self-Inventory
   5. Assignment Sheet #5--Complete a Special Project Based on an Educational Theorist
   6. Assignment Sheet #6--Design an Advertisement for a Newspaper or Yellow Page Ad
   7. Assignment Sheet #7--Tape Record a Radio Spot

D. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. *Choosing a Day Care Center for Your Child*. Oklahoma City, Oklahoma: Department of Human Services, 1973.

B. King, Marcelle. *Getting Into Business: Day Care Center Entrepreneurship Training Component*. Palo Alto, California: American Institute of Research in the Behavioral Sciences, 1980.

C. Leeper, Sarah; Hammond, Dale; Skipper, Ruth J; Sikes, Dora, and Witherspoon, Ralph L. *Good Schools for Young Children*. London: The Macmillan Company, Collier-Macmillan Limited, 1979.

D. Papalia, Diane E., and Sally Wendko. *A Child's World: Infancy through Adolescence*. New York, New York: McGraw-Hill Book Co., 1981.

E. *Standards for Day Care Centers*. Oklahoma City, Oklahoma: Department of Human Services, 1981.

TYPES OF PROGRAMS
UNIT I

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1)

   A. Responsible agent--Governing board, owner, or public agency legally responsible for a center's operation

   B. Voluntary child care center--Center that operates under a governing board, is incorporated, and is tax exempt

   C. Governmental board--Board responsible for development of policies and which establishes and maintains the financial structure for a voluntary child care center

   D. Articles of incorporation--Legal permission that is received from the state to operate as a profit or non-profit corporation

   E. Proprietary child care--Owned by an individual person(s) and operated on a taxable status

   F. Public child care--Operates by state, county, city, or other governmental sub-division on a tax-exempt status

   G. Program--Plan or system in a child care center in which action may be taken toward a goal

   H. Taxable status--Legal position concerning whether or not taxes are paid

   I. Goal--Target that one wants to accomplish

   J. Objectives--Observable tasks to be achieved; are more specific than goals

II. Reasons for establishing goals in a child care program

   (NOTE: If goals are stated that reflect the center's policies, activities can be planned to accomplish them.)

   A. Provide a "map" to follow in order to meet center's goals

      (NOTE: Goals are based on children's needs.)

   B. Assist worker to clarify beliefs regarding what should be done

   C. Explain what center personnel want to accomplish with the children

   D. Give center personnel a way to measure success of program

III. Types of child care programs (Assignment Sheet #2)

   A. Custodial--Involves care by personnel with little or no training; provides for physical needs and safety of the children

INFORMATION SHEET

B. Developmental--Provides social and educational development for children by a trained staff; includes books and toys, nutritional meals, and some medical care

C. Comprehensive--Meets the needs of a growing child through educational, nutritional, and health programs; involves parents through instruction in child development and family counseling

IV. Qualities of child care programs

A. Common characteristics

1. Care and protection
2. Socialization
3. Meeting of basic physical needs

B. Unique characteristics

1. Educational
2. Enrichment
3. Certified teacher
4. Coordinated community service for children and their families

V. Types of programs and their unique characteristics (Assignment Sheet #3)

A. Nursery school--Program for children ranging in age from two and one-half to five years

(NOTE: This is sometimes referred to as preschool.)

B. Kindergarten--Usually has a state-certified teacher

C. Child development center--Coordinates community service for children and their families

D. School for exceptional child--Child could be a live-in pupil or could get out-patient care

(NOTE: Teachers may need special education training to meet needs of children.)

E. Cooperative nursery school/kindergarten--Parents contribute service and/or time

F. Child day care center--Provides child care for children of working parents, day and/or night

EXAMPLE: Day nursery

INFORMATION SHEET

G. Play school--Child attends at convenience of parents

EXAMPLE: Drop-in nursery

H. Laboratory nursery school--Model program designed for university, college, and vocational students studying child development

I. Church-related nursery school--Religious facilities are utilized and policies may be determined by church's governing board

EXAMPLE: Mother's Day Out

VI. Locations for child care centers to promote competitive business

A. Near a school

B. On or near a busy street

(NOTE: The playground should be located on the opposite side of the building from the street, if possible.)

C. Near a major business

D. In an area where staff training is available

E. In an area with a concentration of children

F. Near multi-family dwellings

VII. Steps in planning a child care business (Assignment Sheets #4 and #6)

A. Complete self-inventory of business and management skills (Assignment Sheet #4)

B. Study competition and services already offered

(NOTE: Find out if care and transportation for kindergarten children of working parents is available.)

C. Determine types of programs in community

EXAMPLE: Shortage of opportunities for part-time care such as half-day nursery school

D. Determine service to be offered and project cost of providing service

E. Select location and name

(NOTE: Names are sometimes related to location, but should be "catchy" and appealing to parents.)

F. Compute starting expenses and financial needs

G. Obtain license

INFORMATION SHEET

H. Hire staff

I. Set rates, advertise, and enroll children (Assignment Sheet #6)

VIII. Questions used to evaluate a child care program

A. Are parents welcome?

B. Is there a variety of educational toys available for the children to use?

C. Are toys and equipment in good repair?

D. Is staff gentle and firm with children?

E. Does program have a variety of outdoor and indoor learning activities planned?

F. Does staffing meet licensing regulations?

G. Does center meet licensing requirements?

H. Is there a loving, relaxed atmosphere?

I. Do menus meet USDA requirements?

J. Are infants held while being fed?

K. Are safety standards being met?

IX. Recommended ways of advertising (Assignment Sheet #6)

A. Word-of-mouth

(NOTE: Pleased parents spread the good word.)

B. Yellow Pages in phone book

C. Newspaper ads (Assignment Sheets #6 and #7)

D. Promotions

EXAMPLES: T-shirts; balloons; radio; TV

(NOTE: Proceeds from the T-shirts may become income for the center.)

E. Eye-catching posters

(NOTE: Get permission before putting up a poster.)

INFORMATION SHEET

X. Suggestions for advertising with brochures

   A. Make them attractive, colorful, and informative

   B. Mail them to homes and apartments in the area

   C. Get permission to put them in public places

   D. List program type, cost, hours, and staff

XI. Educational theorists (Assignment Sheet #5)

   A. Fredrick Froebel (frö´bel)--German philosopher (1782-1852), encouraged play with teaching arrangements to develop bodies, minds, and senses

   B. Marie Montessori (män´te sôr´ē)--Italian physician and educator (1870-1952), encouraged learning through interaction with a stimulating environment; worked primarily with Down's syndrome

   C. Jean Piaget--Swiss psychologist (1896-1980), developed theory that children perceive the world differently at different ages, which is why they ask questions and interpret information in ways that seem strange to adults

   D. Erik Erikson--German psychologist (1902-), developed the eight stages of psychosocial personality development

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #1--ESTABLISH GOALS

NAME ______________________________ SCORE ____________________

Goals are planned so that certain things may be achieved. Good child care centers define goals which are appropriate for the children with whom they are working. Goals should be based on children's needs and should be written as simply as possible. If possible, parents should be included when writing goals.

Establish goals by reading the six goals that are listed and circle the goals that you would like to achieve in your child care center. In the extra blanks, list other goals that you would have for your center.

A. To meet daily basic needs of the children.

B. To provide opportunities to explore and experiment.

C. To encourage children to be involved in activities that develop muscles.

D. To encourage children to interact with each other and with adults who can provide guidance in learning socially acceptable behavior.

E. To allow children to express emotions and to provide appropriate outlets for these emotions.

F. To encourage independence, self-control, and a positive self-image.

G. ____

____

____

H. ____

____

____

I. ____

____

____

J. ____

____

____

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #2--INTERVIEW CHILD CARE EMPLOYEES TO RECORD GOALS FOR THEIR PARTICULAR TYPE OF PROGRAM

NAME ______________________________ SCORE ____________________

Many job opportunities exist for careers with children other than those with day care centers or day care homes. Some of these are listed below:

A. Institutions for mentally handicapped, blind, or deaf children.

B. Diagnostic child care centers in hospitals or medical centers.

C. Teacher's aide in public schools.

D. Party director for fast food establishment.

Interview two child care employees and complete the following chart. Record place of employment and goals of the particular program.

A. Names of persons contacted ______________________________

____

B. Positions ______________________________

____

C. Methods used to contact these people ______________________________

____

PLACE OF EMPLOYMENT	PROGRAM GOALS
1. ____________________	a. ____________________
	b. ____________________
	c. ____________________
2. ____________________	a. ____________________
	b. ____________________
	c. ____________________

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #3--SELECT THE PROPER CHILD CARE CENTER

NAME ______________________________ SCORE ______________________________

Different child care centers provide different kinds of care. Some provide educational services and some provide only custodial care.

Read the following case studies and select the kind of child care program that would best suit each situation. Be able to give a reason for your choice.

A. Carol Tidwell works from 8 a.m. to 5 p.m. She has two small children, ages one and three years. What type of child care program would best fit her needs? ______________

____

Reason? ____

____

____

____

B. Debbie Jones is three years old. Her mother is a nurse and works the 3 p.m. to 11 p.m. shift at the local hospital. Her father is a truck driver and is gone for long periods of time. What type of child care program would fit this situation? ______________

____

Reason? ____

____

____

____

C. Billy Browning had his fifth birthday July 17. His mother and father work from 8 a.m. to 5 p.m. The local school offers both morning and afternoon kindergarten classes. What type of child care should Billy's parents provide for him? ______________

____

Reason? ____

____

____

____

ASSIGNMENT SHEET #3

D. Janie Edwards is a microbiologist and has decided not to work until her children are in public schools. Tara is one and Jason is four. Janie and her family live in a neighborhood with very few small children. Janie would like for Jason to be able to play with children his own age. What type of child care program would be a solution for Janie and Jason? ____

Reason? ____

____

____

____

E. Donnie is 4 years old. His father is enrolled in the nursing program at a local vocational-technical school and his mother works from 8 a.m. to 5 p.m. Suggest a type of child care center for Donnie. ________________________________

Reason? ____

____

____

____

F. Gregory was born with Down's syndrome. His parents want Gregory to have every chance to learn and adjust to his handicap. What type of child care would you suggest for Gregory? ____

Reason? ____

____

____

____

G. Florence and Peter are interested in a child care program with a Christian atmosphere for their twins, Ronnie and Connie. What would you suggest to this couple? __________

Reason? ____

____

____

____

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #4--COMPLETE A SELF-INVENTORY

NAME ______________________________ SCORE ____________________

To begin a child care business there are many things one should think about such as the type of program to offer, location, and one's own qualities as a business person.

Complete the self-inventory below. Check the answer that says what you feel is closest. Be honest with yourself.

ARE YOU A SELF-STARTER?

______ I do things on my own. Nobody has to tell me to get going.
______ If someone gets me started, I keep going all right.
______ Easy does it. I don't put myself out until I have to.

HOW DO YOU FEEL ABOUT OTHER PEOPLE?

______ I like people. I can get along with just about anybody.
______ I have plenty of friends--I don't need anyone else.
______ Most people bug me.

CAN YOU LEAD OTHERS?

______ I can get most people to go along when I start something.
______ I can give the orders if someone tells me what we should do.
______ I let someone else get things moving. Then I go along if I feel like it.

CAN YOU TAKE RESPONSIBILITY?

______ I like to take charge of things and see them through.
______ I'll take over if I have to, but I'd rather let someone else be responsible.
______ There are always eager beavers around wanting to show how smart they are. I say "let them."

HOW GOOD AN ORGANIZER ARE YOU?

______ I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
______ I do all right unless things get too goofed up. Then I cop out.
______ You get all set and then something comes along and blows the whole bag. So I take things as they come.

DO YOU HAVE MANAGEMENT SKILLS?

______ I am always able to manage my money and never run short for things I really need.
______ I usually am able to manage my money but occasionally run short.
______ I am always running short on money.

ASSIGNMENT SHEET #4

HOW GOOD A WORKER ARE YOU?

_____ I can keep going as long as I need to. I don't mind working hard for something I want.
_____ I'll work hard for a while, but when I've had enough, that's it.
_____ I can't see that hard work gets you anywhere.

CAN YOU MAKE DECISIONS?

_____ I can make up my mind in a hurry if I have to. It usually turns out OK, too.
_____ I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
_____ I don't like to be the one who has to decide things. I'd probably blow it.

CAN PEOPLE TRUST WHAT YOU SAY?

_____ You bet they can. I don't say things I don't mean.
_____ I try to be on the level most of the time, but sometimes I just say what's easiest.
_____ What's the sweat if the other fellow doesn't know the difference?

CAN YOU STICK WITH IT?

_____ If I make up my mind to do something, I don't let anything stop me.
_____ I usually finish what I start--if it doesn't get fouled up.
_____ If it doesn't go right away, I turn off. Why beat your brains out?

HOW GOOD IS YOUR HEALTH?

_____ I never run down!
_____ I have enough energy for most things I want to do.
_____ I run out of juice sooner than most of my friends seem to.

NOW, COUNT THE CHECKS YOU HAVE MADE.

How many checks are there beside the first answer to each question? _____

How many checks are there beside the second answer to each question? _____

How many checks are there beside the third answer to each question? _____

If most of your checks are beside the first answers, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you're weak on. If many checks are beside the third answers, not even a good partner will be able to help you.

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #5--COMPLETE A SPECIAL PROJECT BASED ON AN EDUCATIONAL THEORIST

NAME ______________________________ SCORE ____________________

Many child care programs in operation today have a theoretical basis. Some are a combination of several educational theories. Theories are established from research done with children.

Discuss one of the educational theorists from the Information Sheet or one assigned to you by your teacher. Use the theorist's ideas and complete a special project, such as a written report, bulletin board, activity cards, or an educational game.

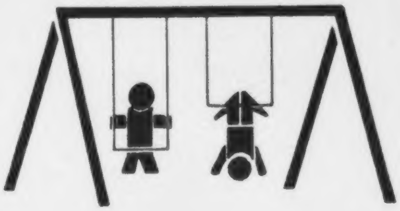
TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #6--DESIGN AN ADVERTISEMENT FOR A NEWSPAPER OR YELLOW PAGE AD

NAME ______________________ SCORE ______________

To get customers for your child care business, you will need to inform the public about your operation. A newspaper ad or Yellow Page advertisement can bring customers. The following ad is an example. It attracts attention, it is easy to recognize what is being sold, and it gives information about the business.

Headline {
GRAND OPENING
OF
MS. ANN'S CHILD CARE CENTER



Copy {
Do you need quality comprehensive child care for your child?
Ms. Ann's Child Care Center can provide this

Identification {
Open Monday-Friday 6 a.m.-6 p.m. Infants to six years
Ms. Ann's Child Care Center 1724 S. Jackson, Cass, Oklahoma 555-6348

The parts of an ad are explained below:

Headline--Should appear at the top in large letters to attract attention

Illustration--Picture describing the business' products or service

Copy--Written part of the ad that tells what the business has to offer

Identification--Name, address, phone number of business

Layout--Way all parts of the ad are arranged on the page

On the back of this sheet, develop a newspaper ad or Yellow Page ad for your imaginary child care center.

TYPES OF PROGRAMS
UNIT I

ASSIGNMENT SHEET #7--TAPE RECORD A RADIO SPOT

NAME ______________________ SCORE ______________

Letting people hear about your child care center is very important. There are various ways of doing this, such as through radio or television spots. Radio and television time is very expensive, so you want to get the important things mentioned. Following is a list of things that should be emphasized when using radio or television time to promote your child care center.

Name and location of center
Type of program offered
Phone number
Hours of operation
Ages of children served
Nutritious meals served

Using the information given and additional reference materials, tape record a 30-second radio spot. Use the space below to write a rough draft of your radio spot.

TYPES OF PROGRAMS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

TYPES OF PROGRAMS
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with types of programs to the correct definitions. Write the correct numbers in the blanks.

_____a. Center that operates under a governing board, is incorporated, and is tax exempt

_____b. Owned by an individual person(s) and operated on a taxable status

_____c. Board responsible for development of policies and which establishes and maintains the financial structure for a voluntary child care center

_____d. Governing board, owner, or public agency legally responsible for a center's operation

_____e. Legal permission that is received from the state to operate as a profit or non-profit corporation

_____f. Operates by state, county, city, or other governmental sub-division on a tax-exempt status

_____g. Legal position concerning whether or not taxes are paid

_____h. Plan or system in a child care center in which action may be taken toward a goal

_____i. General target that one wants to accomplish

_____j. Observable tasks to be achieved; are more specific than goals

1. Public child care
2. Governmental board
3. Voluntary child care center
4. Responsible agent
5. Proprietary child care
6. Goal
7. Taxable status
8. Program
9. Objectives
10. Articles of incorporation

2. State two reasons for establishing goals in a child care program.

a. ____

____

b. ____

____

TEST

3. Distinguish between types of child care programs. Write a "D" for developmental care, "CP" for comprehensive care, and "CT" for custodial care in the blanks.

_____a. Provides social and educational development for children by a trained staff; includes books and toys, nutritional meals, and some medical care

_____b. Involves care by personnel with little or no training; provides for physical needs and safety of the children

_____c. Meets the needs of a growing child through educational, nutritional, and health programs; involves parents through instruction in child development and family counseling

4. Distinguish between qualities of child care programs. Write a "C" for a common characteristic of child care programs, and a "U" for a unique characteristic of child care programs in the blanks.

_____a. Care and protection

_____b. Certified teacher

_____c. Meeting of basic physical needs

_____d. Educational

_____e. Coordinated community service for children and their families

_____f. Enrichment

_____g. Socialization

5. Match types of programs to their unique characteristics. Write the correct numbers in the blanks. Characteristics are continued on the next page.

_____a. Usually has a state-certified teacher

_____b. Child could be a live-in pupil or could get out-patient care

_____c. Provides child care for children of working parents, day and/or night

_____d. Coordinates community service for children and their families

_____e. Parents contribute service and/or time

_____f. Religious facilities are utilized and policies may be determined by church's governing board

_____g. Child attends at convenience of parents

1. Child day care center
2. Cooperative nursery school/kindergarten
3. School for exceptional child
4. Child development center
5. Kindergarten
6. Play school
7. Church-related nursery school
8. Laboratory nursery school
9. Nursery school

TEST

______h. Model program designed for university, college, and vocational students studying child development

______i. Program for children ranging in age from two and one-half to five years

6. Select from the following list locations for child care centers to promote competitive business. Write an "X" in the blank before each correct answer.

______a. Near a school

______b. In the country

______c. Near multi-family dwellings

______d. Near a major business

______e. At the end of a dead-end street

______f. In an area with a concentration of children

______g. Near a large senior citizen apartment complex

______h. In an area where staff training is available

______i. On or near a busy street

7. Arrange in order steps in planning a child care business. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. Select location and name

______b. Set rates, advertise, and enroll children

______c. Obtain license

______d. Determine types of programs in community

______e. Complete self-inventory of business and management skills

______f. Compute starting expenses and financial needs

______g. Study competition and services already offered

______h. Determine service to be offered and project cost of providing service

______i. Hire staff

TEST

8. State eight questions used to evaluate a child care program.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

9. Select from the following list recommended ways of advertising. Write an "X" in the blank before each correct answer.

______a. Long-distance phone calls

______b. Eye-catching posters

______c. Yellow Pages in phone book

______d. Prime-time television advertisements

______e. Newspaper ads

______f. Promotions

______g. Word-of-mouth

10. Select from the following list suggestions for advertising with brochures. Mark each correct answer with an "X."

______a. Make them attractive, colorful, and informative

______b. Make them several pages long

______c. Get permission to put them in public places

______d. Use the same brochures year after year

______e. Mail them to homes and apartments in the area

______f. List program type, cost, hours, and staff

TEST

11. Match educational theorists to their descriptions. Write the correct numbers in the blanks.

______a. German psychologist (1902-), developed the eight stages of psychosocial personality development

______b. Italian physician and educator (1870-1952), encouraged learning through interaction with a stimulating environment; worked primarily with Down's syndrome

______c. German philosopher (1782-1852), encouraged play with teaching arrangements to develop bodies, minds, and senses

______d. Swiss psychologist (1896-1980), developed theory that children perceive the world differently at different ages, which is why they ask questions and interpret information in ways that seem strange to adults

1. Jean Piaget
2. Erik Erikson
3. Fredrick Froebel
4. Marie Montessori

(NOTE: Test questions 12-17 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Establish goals.

13. Interview child care employees to record goals for their particular type of program.

14. Select the proper child care center.

15. Complete a self-inventory.

16. Complete a special project based on an educational theorist.

17. Design an advertisement for a newspaper or Yellow Page ad.

18. Tape record a radio spot.

TYPES OF PROGRAMS
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (20 points)

   a. 3
   b. 5
   c. 2
   d. 4
   e. 10
   f. 1
   g. 7
   h. 8
   i. 6
   j. 9

2. (6 points)

   Any two of the following

   a. Provide a "map" to follow in order to meet center's goals
   b. Assist worker to clarify beliefs regarding what should be done
   c. Explain what center personnel want to accomplish with the children
   d. Give center personnel a way to measure success of program

3. (6 points)

   a. D
   b. CT
   c. CP

4. (14 points)

   a. C
   b. U
   c. C
   d. U
   e. U
   f. U
   g. C

ANSWERS TO TEST

5. (18 points)

a. 5
b. 3
c. 1
d. 4
e. 2
f. 7
g. 6
h. 8
i. 9

6. (18 points)

a, c, d, f, h, i

7. (18 points)

a. 5
b. 9
c. 7
d. 3
e. 1
f. 6
g. 2
h. 4
i. 8

8. (16 points)

Answer should include any eight of the following

a. Are parents welcome?
b. Is there a variety of educational toys available for the children to use?
c. Are toys and equipment in good repair?
d. Is staff gentle, and firm with children?
e. Does program have a variety of outdoor and indoor learning activities planned?
f. Does staffing meet licensing regulations?
g. Does center meet licensing requirements?
h. Is there a loving, relaxed atmosphere?

ANSWERS TO TEST

i. Do menus meet USDA requirements?

j. Are infants held while being fed?

k. Are safety standards being met?

9. (14 points)

b, c, e, f, g

10. (12 points)

a, c, e, f

11. (8 points)

a. 2

b. 4

c. 3

d. 1

12. Evaluated to the satisfaction of the instructor (20 points)

13. Evaluated to the satisfaction of the instructor (15 points)

14. Evaluated to the satisfaction of the instructor (10 points)

15. Evaluated to the satisfaction of the instructor (5 points)

16. Evaluated to the satisfaction of the instructor (20 points)

17. Evaluated to the satisfaction of the instructor (15 points)

18. Evaluated to the satisfaction of the instructor (15 points)

ENVIRONMENTAL DESIGN
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to design environmental space for a child care center. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with environmental space design to their correct definitions.
2. State activities in learning areas.
3. State factors to consider when planning indoor space.
4. State factors to consider when planning outdoor space.
5. List factors to consider in selecting indoor and outdoor equipment.
6. Match traditional indoor learning areas to their correct descriptions.
7. Match traditional outdoor learning areas to their correct descriptions.
8. List age groups requiring space planning.
9. State responsibilities of a caregiver for learning centers.
10. Select from a list factors to consider in planning an indoor play area.
11. Select from a list factors to consider in planning an outdoor play area.
12. Use licensing regulations to evaluate potential site for a child care center.
13. Arrange three traditional learning centers.
14. Design a playground.
15. Analyze child's behavior related to space.

ENVIRONMENTAL DESIGN
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials planned to supplement unit--Filmstrip--*Room Arrangement as a Teaching Strategy*. Color 35mm filmstrip and audio cassette, 45 minutes, Dian Trister Dodge, 1978. Available from Day Care Supply Co., Box 98, Clifton Heights, Pennsylvania 19018.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss information and assignment sheets.

  E. Develop appropriate learning activities for special needs students.

  F. Review with students how to figure square footage.

  G. Obtain child care center licensing regulations for your state for each student.

  H. Get professional person such as landscape architect to speak on topics such as proper drainage for playgrounds.

  I. Obtain copies of equipment supply catalogs to be used with Assignment Sheet #3.

  J. Have students make a list of materials that could be used for equipment, such as cable spools, tires, or boxes and crates to be used with Assignment Sheet #3.

  K. Have students make a list of businesses or other places that could donate items to be used for improvised play equipment.

  L. Have students arrange furniture for an infant's room.

  M. Have students plan in detail service areas (such as sink or storage areas) to go along with Assignment Sheet #2.

  N. Have students list pieces of equipment that could be made by parents.

  O. Give test.

  P. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Use Licensing Regulations to Evaluate Potential Site for a Child Care Center
2. Assignment Sheet #2--Arrange Three Traditional Learning Centers
3. Assignment Sheet #3--Design a Playground
4. Assignment Sheet #4--Analyze Child's Behavior Related to Space

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. *Blocks: A Creative Curriculum*. The Creative Curriculum Series, Washington, D.C.: Creative Associate, Inc., 1979.

B. Ellison, Gail. *Play Structure*. Pasadena: California Pacific Oaks College and Children's School, 714 West California Boulevard, 1974.

C. Kritchevsky, Sybil, and Prescott, Elizabeth. *Planning Environments for Young Children's Physical Space*. Washington, D.C.: National Association for the Education of Young Children, 1977.

D. Loveless, Susan. *Program Planning*. Midwest City, Oklahoma: Oscar Rose Junior College, Child Development Associate Advisory Council, 1981.

E. Ryan, Janice. *Idea Exchange*. Greensboro, North Carolina: Linc Publishing, 1975.

F. Stratton, Betty. *Daily Program for Young Children 3 to 6*. Stillwater: Oklahoma State University, Oklahoma Training for Child Care Careers, 1981.

G. Sunderlin, Sylvia, and Gray, Nan. *Housing for Early Childhood Education*. Association for Childhood Education International, Bulletin No. 22-A, Washington, D.C.: 1968.

H. Truitt, Debbie, and Benson, Ann. *Home Economics II: Basic Core*, rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

ENVIRONMENTAL DESIGN
UNIT II

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1)

   A. Learning activities area--Special area of a room or playground where certain kinds of activities are set up by the caregiver for the child

   B. Interpersonal environment--Learning atmosphere created by the child care worker, the staff members, and children

   C. Playground--Outside area for children that should be well-planned, fenced, safe, and should provide an area to create interest in learning activities which promote physical and individual growth and cooperative play

   D. Space--Area available to child care workers for use in meeting child care program goals

   E. Play unit--Space that contains materials for creative and dramatic expression which may or may not have visible and/or tangible boundaries

   F. Potential play units--Empty space which is surrounded in large part by visible and/or tangible boundaries

   G. Path--Empty space on the floor or grounds through which people move from one place to another

   H. Dead space--Large amount of empty area which is usually in the center of the room

   (NOTE: These areas sometimes can result in behavioral problems such as running or wrestling.)

   I. Auxiliary space--Service, storage, hallway, bathroom, kitchen, and other areas unavailable for children's play (Assignment Sheet #1)

II. Activities in learning areas

   A. To encourage self-care, self-direction, self-control, and self-esteem

   B. To encourage purposeful activity

   C. To encourage curiosity and learning

   D. To encourage one-to-one relationships and group interaction

   E. To encourage creativity of each child

INFORMATION SHEET

III. Factors to consider when planning indoor space (Assignment Sheets #1, #2, #4)

  A. Age group to use space

  B. Locations of rooms within the center

  C. Entrances are away from busy streets

  D. Toilets and water are conveniently located

  E. Ventilation

  F. Beauty

  G. Rooms that are rectangular in shape are easier to arrange than other shapes

  H. Budget

IV. Factors to consider when planning outdoor space (Assignment Sheets #1, #3, and #4)

  A. Size, weight, and abilities of children to use space

  B. Number of children to use space at one time

  C. Budget

  D. Insurance needs

  (NOTE: Owners may be liable for accidents which occur on the playground after business hours.)

  E. Space provided for a variety of motor skills

  (NOTE: Activities should be balanced such as climbing, running, jumping, and crawling.)

  F. Variety of surfaces

  EXAMPLES: Soft; grassy; hard; small rocks; gravel garden

  G. Equipment accomodates several children at one time

  H. Sun and shaded areas may be used appropriately

  I. Outdoor water fountain

  J. No blind spots on playground for staff members

  K. Vandalism in play yard

INFORMATION SHEET

V. Factors to consider in selecting indoor and outdoor equipment

(NOTE: Do not overcrowd space.)

- A. Simplicity
- B. Versatility
- C. Movability
- D. Durability
- E. Child-size
- F. Easily cleaned
- G. Compact, storable, and stackable

VI. Traditional indoor learning areas (Assignment Sheet #2)

- A. Dramatic play area--Used for various kinds of make-believe activities such as housekeeping, dress-up, and community helper
- B. Floor play area--Used for block, truck, and care activities, group meetings, music, and movements
- C. Table play area--Used for arts, crafts, table games, cooking, and eating

VII. Traditional outdoor learning areas (Assignment Sheets #1 and #3)

- A. Sand and water--Used for children to explore and play with different kinds of natural substances
- B. Climbing area--Used in one part of the playground; consists of the jungle gym, boxes, boards, barrels, tires, swings, and slides
- C. Riding area--Used for wagons, tricycles, and wheeled toys

VIII. Age groups requiring space planning (Assignment Sheet #1)

(NOTE: Some age groups may lap or combine, but there are requirements for space unique to each age group.)

- A. Infants
- B. Toddlers
- C. Pre-school
- D. School-age

INFORMATION SHEET

IX. Responsibilities of a caregiver for learning centers

- A. Prepare center before children arrive
- B. Enrich play activities
- C. Maintain materials to promote orderliness
- D. Help children resolve situations they cannot handle
- E. Assist in all learning centers
- F. Help children learn proper use of materials

  EXAMPLE: Children should be encouraged to hammer boards, not table tops
- G. Be alert to the entire playground or other area in which you are working

  (CAUTION: Staff members should avoid getting into groups and talking.)
- H. Redirect unsafe activities and behavior
- I. Limit children in certain areas if necessary
- J. Encourage children to share and take turns

X. Factors to consider in planning an indoor play area (Assignment Sheet #1)

- A. Space available
- B. Ability of children
- C. Number and age of children
- D. Size of budget
- E. Number of staff and volunteers
- F. Availability of extended class space

  EXAMPLES: Park; gyms
- G. Availability of safe, multi-purpose equipment and materials

XI. Factors to consider in planning an outdoor play area (Assignment Sheets #3 and #4)

- A. Converted versus designed area
- B. Safety
- C. Accessibility

INFORMATION SHEET

D. Varied textures and ground levels

EXAMPLES: Sand; grass; hard surfaces; pebbles

E. Area open to sun or shade

F. Variety of play units

EXAMPLES: Rockers; digging area; vehicles; climbing unit; playhouse unit

G. Variety of quiet and active areas

H. Long-term variety

(NOTE: Be sure to plan playground so that it can be rearranged when needed.)

ENVIRONMENTAL DESIGN
UNIT II

ASSIGNMENT SHEET #1--USE LICENSING REGULATIONS TO EVALUATE POTENTIAL SITE FOR A CHILD CARE CENTER

NAME ______________________ SCORE ____________

An old house has been selected for a child care center. The house has 2,520 square feet. The auxiliary is listed below.

Kitchen and pantry	10 x 14 feet
Office area	8 x 10 feet
Storage for teaching equipment	3 x 12 feet
Restrooms	6 x 10 feet
Cot storage	3 x 5 feet
Storage cabinet	2 x 10 feet

PART I

Using current state licensing regulations, answer the following questions.

A. Figure the total auxiliary space

Kitchen and pantry ______________ sq. ft.

Office ______________ sq. ft.

Teacher storage ______________ sq. ft.

Restroom ______________ sq. ft.

Cot storage ______________ sq. ft.

Storage cabinet ______________ sq. ft.

Total auxiliary space ______________ sq. ft.

B. Figure amount of space available for licensing

Total square footage of house 2,520 sq. ft.

Total auxiliary space - ____ sq. ft.

Space available for children __________ sq. ft.

ASSIGNMENT SHEET #1

C. How many square feet of space are needed for the 3- to 5-year-old age groups?

____

D. How many 3- to 5-year-old children can this center serve?

____

E. How large must the outdoor play area be?______________

F. How many toilets will be needed in the bathroom?______________

G. How many sinks will be needed?______________

PART II

Assume that the center later accepts the enrollment of four infants as vacancies arise. Use state licensing standards to answer these questions.

A. How many square feet of space are needed per infant?______________

B. How many cribs will be needed?______________

C. How many high chairs will be needed?______________

D. How many sheets will be needed?______________

E. How many blankets will be needed?______________

F. What additional play equipment will be needed for

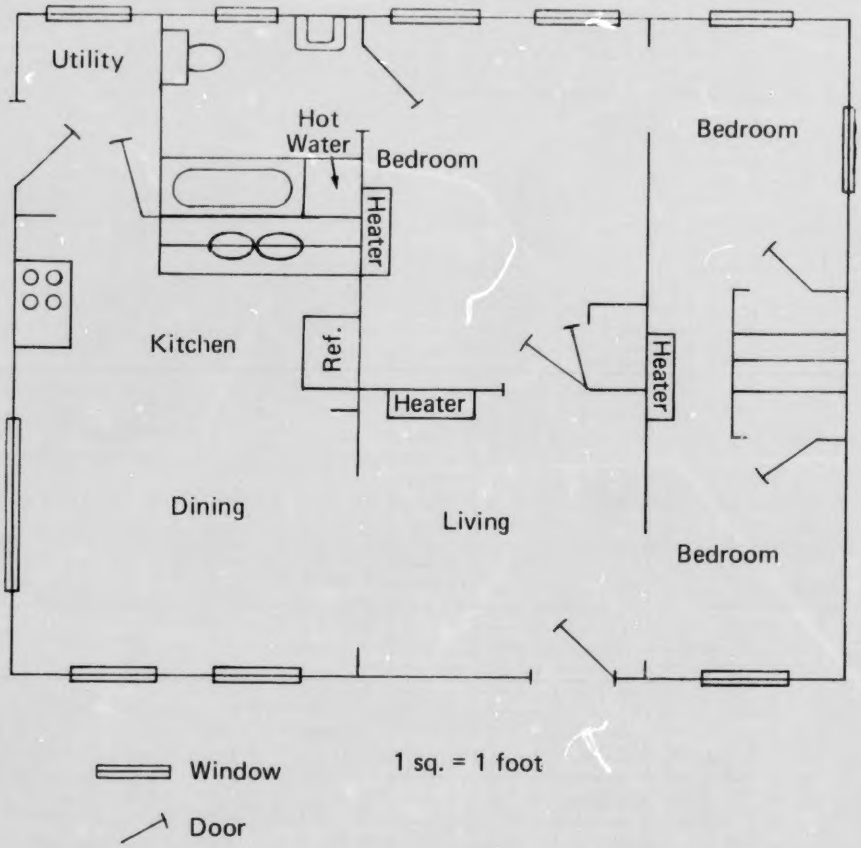
1. Large-muscle development--
   - a) ______________
   - b) ______________
2. Art and music activities--
   - a) ______________
   - b) ______________
   - c) ______________
3. Fine motor development--
   - a) ______________
   - b) ______________

ASSIGNMENT SHEET #1

PART III

Many times people who are starting child care centers will renovate an "old" house. In order for the house to meet licensing regulations, walls, doors, and windows may have to be moved. Using the house plan provided, your state licensing regulations, and a pencil with brightly colored lead, draw new wall lines and new locations for windows and doors showing changes that would have to be made in this house for it to meet licensing regulations. Make changes to accommodate a mixed age group.

A.


Utility
Hot Water
Bedroom
Heater
Kitchen
Ref.
Heater
Heater
Bedroom
Dining
Living
Bedroom
Window
Door
1 sq. = 1 foot

ASSIGNMENT SHEET #1

B. Read the descriptions of the condition of this house. Using your state's licensing regulations, tell what will have to be done in order for this house to meet standards for a child care center.

Description of house

1. Walls--Peeling paper and paint in kitchen area

____

____

____

2. Floors--Carpet in kitchen is badly worn

____

____

____

3. Lighting--Kitchen area has only one light bulb

____

____

____

4. Ventilation--No ventilation other than doors or windows

____

____

____

5. Heating--Heaters are not vented

____

____

____

6. Electrical wiring--Very few outlets, so extension cords are used

____

____

____

ASSIGNMENT SHEET #1

7. Inside doors--Bathroom door will lock from the inside and key is missing

C. Answer the following questions about the house

1. What structural changes did you make (such as changing wall line)?

2. How many children will this house accommodate?

ENVIRONMENTAL DESIGN
UNIT II

ASSIGNMENT SHEET #2--ARRANGE THREE TRADITIONAL LEARNING CENTERS

NAME ________________________ SCORE ____________

The amount of space available for children's activities varies from center to center. It is your responsibility as a child care worker to arrange the space in learning centers so that a good flow of activities will result.

I. Some guidelines for organizing good learning environments indoors are listed below.

   A. Divide space by arranging movable dividers and movable shelves

   B. Put things near the place where they are used

   C. Arrange related materials near each other

   D. Leave traffic patterns open

   E. Group quiet activities away from traffic areas and active play areas

   F. Plan visual boundaries to help children play within a certain area

   G. Place art activities near water

   H. Allow for an ample storage area so children can learn to put things away

   I. Arrange materials so children can have opportunities to work together or alone

   J. Plan center to promote behavior expected of children

II. Using the guidelines given, state licensing regulations, the Information Sheet, and the sample on the next page, arrange on the graph paper provided the three traditional learning centers for a child care center. Sketch the furniture and equipment that you think are needed. Be sure to include the following areas.

   A. Exits

   B. Bathrooms

   C. Storage

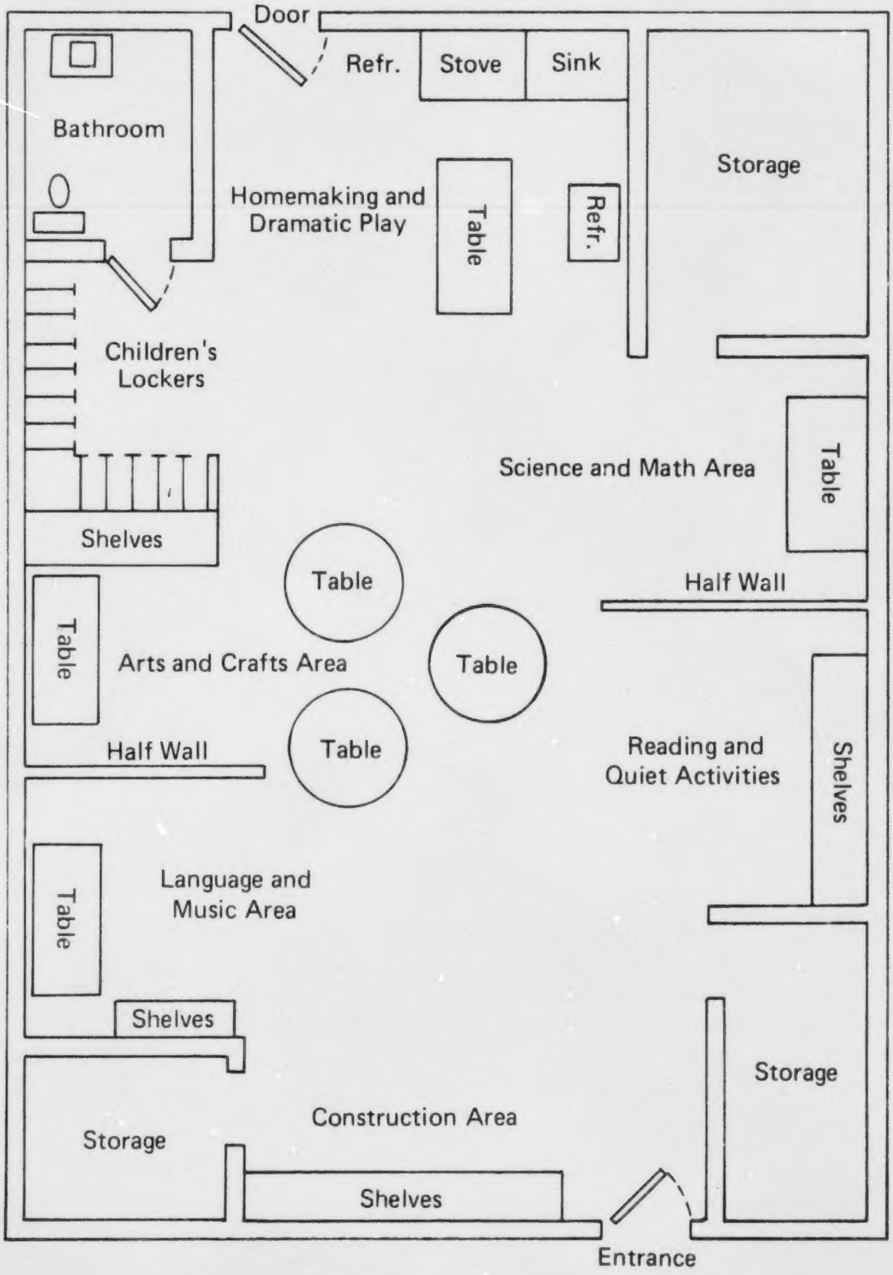
   D. Locker

   E. Space for 16 children according to your state's licensing regulations

   F. Draw walls and indicate half walls on drawing

ASSIGNMENT SHEET #2

Sample Room Arrangements for Children's Activities


Door
Refr.
Stove
Sink
Bathroom
Storage
Homemaking and Dramatic Play
Table
Refr.
Children's Lockers
Science and Math Area
Table
Shelves
Table
Half Wall
Table
Arts and Crafts Area
Table
Table
Half Wall
Reading and Quiet Activities
Shelves
Language and Music Area
Table
Shelves
Storage
Construction Area
Storage
Shelves
Entrance

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ASSIGNMENT SHEET #2

1 square = 1 foot

ENVIRONMENTAL DESIGN
UNIT II

ASSIGNMENT SHEET #3--DESIGN A PLAYGROUND

NAME ______________________________ SCORE ______________

Due to increased enrollment, the playground at the child care center where you work has to be expanded. The board of directors has asked you to make recommendations for improving the playground.

Following are some points to remember when designing an outdoor play area.

A. Identify program goals

B. Study problems of existing playgrounds

C. Locate playground boundaries and fence the yard

D. Identify three traditional learning centers

E. Maintain clear paths and some empty spaces

F. Determine why certain pieces of equipment are not used

G. Use as much movable equipment as possible

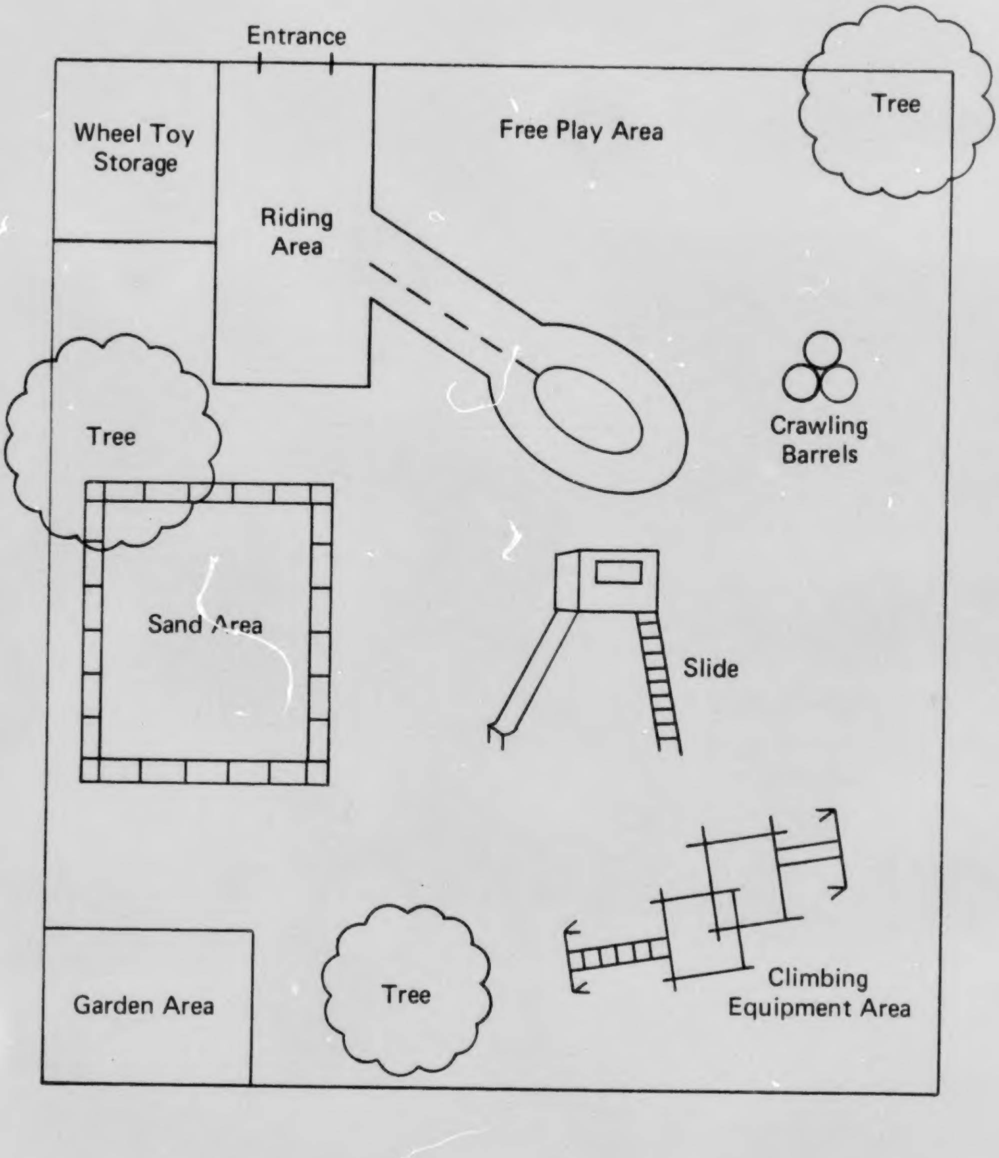
H. Evaluate center from staff and child's point of view

I. Make necessary adjustments to accomplish goals

PART I

Study the following diagram of a playground. Using current licensing regulations, books, and other resources, design a playground for a mixed age group of 30 children on the graph paper provided. Include in this design an area for equipment, storage, pathways, entrances, and exits. Then use scissors and glue to arrange the equipment provided on the next page.

ASSIGNMENT SHEET #3


Entrance
Wheel Toy Storage
Riding Area
Free Play Area
Tree
Tree
Crawling Barrels
Sand Area
Slide
Climbing Equipment Area
Garden Area
Tree

ASSIGNMENT SHEET #3

1 square = 1 foot

ASSIGNMENT SHEET #3

Equipment for playground

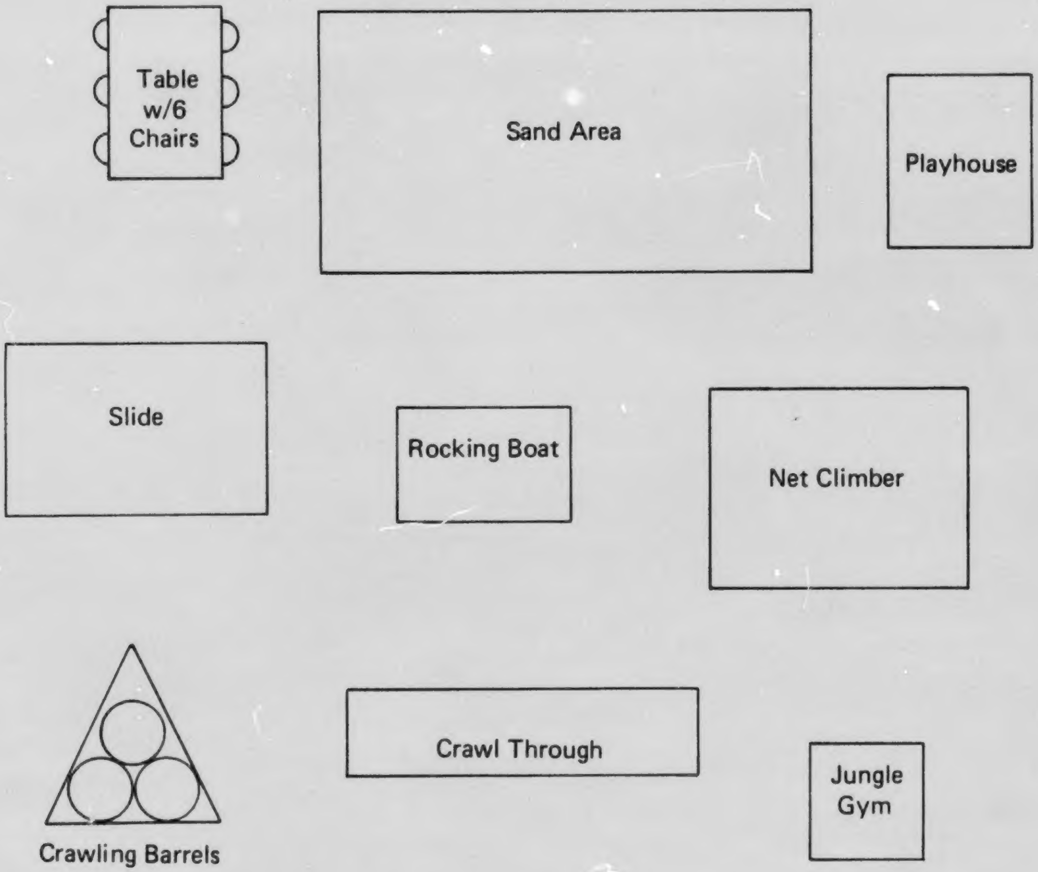


Table
w/6
Chairs
Sand Area
Playhouse
Slide
Rocking Boat
Net Climber
Crawling Barrels
Crawl Through
Jungle
Gym

ASSIGNMENT SHEET #3

PART II

There are many other pieces of equipment that could be used on a playground. Using additional references, complete the chart below by listing any other pieces of equipment that you feel should be included in the play center.

A.

CENTER	ADDITIONAL EQUIPMENT	WHY YOU RECOMMENDED ADDITIONAL EQUIPMENT
SAND AND WATER	1. 2. 3. 4. 5. 6. 7. 8.	
CLIMBING	1. 2. 3. 4.	
RIDING	1. 2. 3. 4.	

B. List any other centers that you think should be included on this playground.

____

____

Why? ____________________________________

____

ENVIRONMENTAL DESIGN
UNIT II

ASSIGNMENT SHEET #4--ANALYZE CHILD'S BEHAVIOR RELATED TO SPACE

NAME ____________________ SCORE __________

The way a room is arranged communicates very clearly to young children what behavior is expected. Small, well-defined areas give a child a sense of security.

Behavior that a child exhibits indicates that he or she is learning some of the behaviors listed below.

A. Child sticks with a task

B. Child can easily choose and follow through an activity

C. Child can work in a group or independently

D. Child is not easily distracted by other children or activities

E. Child takes care of materials and equipment

F. Child is willing to share

G. Child has ideas and asks questions

PART I

There are also certain behavioral characteristics that a child exhibits if he or she is not learning. Read the following situations and make suggestions on how the room could be arranged to improve the child's behavior.

A. Child runs in the room--____________________

____

____

____

B. Child is easily distracted and does not stay with an activity--__________

____

____

____

ASSIGNMENT SHEET #4

C. Child seems overwhelmed by too many choices-- ______________________________

____

____

____

PART II

Conflicts between children can be avoided by having areas in the proper relationship to each other. Read the following situations and tell what problems could arise from the way the room is arranged.

A. The block area is next to the book area-- ______________________________

____

____

B. The block area is in the line of traffic-- ______________________________

____

____

C. The children have to walk through the book area to get to the dramatic play area--

____

____

D. The block area is too small-- ______________________________

____

____

ENVIRONMENTAL DESIGN
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: These are suggested answers for Assignment Sheet #1 and are based on 1981 Oklahoma licensing regulations.)

PART I

A.	Kitchen	140 sq. ft.
	Office	80 sq. ft.
	Teacher storage	36 sq. ft.
	Restroom	60 sq. ft.
	Cot storage	15 sq. ft.
	Storage cabinet	20 sq. ft.
	Total auxiliary space	351 sq. ft.
B.	Space available for children	2,169 sq. ft.

C. 35 sq. ft.

D. Approximately 61

E. 4,575 sq. ft.

F. Five

G. Five

PART II

A. 35 sq. ft.

B. Four

C. One

D. Eight

E. Eight

ANSWERS TO ASSIGNMENT SHEETS

F. 1. Large-muscle development--Must have at least two of the following for every four children

  a) Set of large plastic blocks

  b) Baby bounce chair

  c) Bean bag chair

  d) Rocking boat

  e) Snap wall

  f) Tunnel or crawl-through apparatus

2. Art and music activities--Must have each of the following

  a) Record or tape player available for a period of time during the day

  b) Record or tapes to provide variety of music for different times and moods

  c) Musical toys designed for infants

3. Fine motor development--Must have at least two of the following for every four children

  a) Plastic animals or dolls

  b) Feeling balls

  c) Clutch balls

  d) Nesting toys

  e) Containers and suitable objects to fill and empty

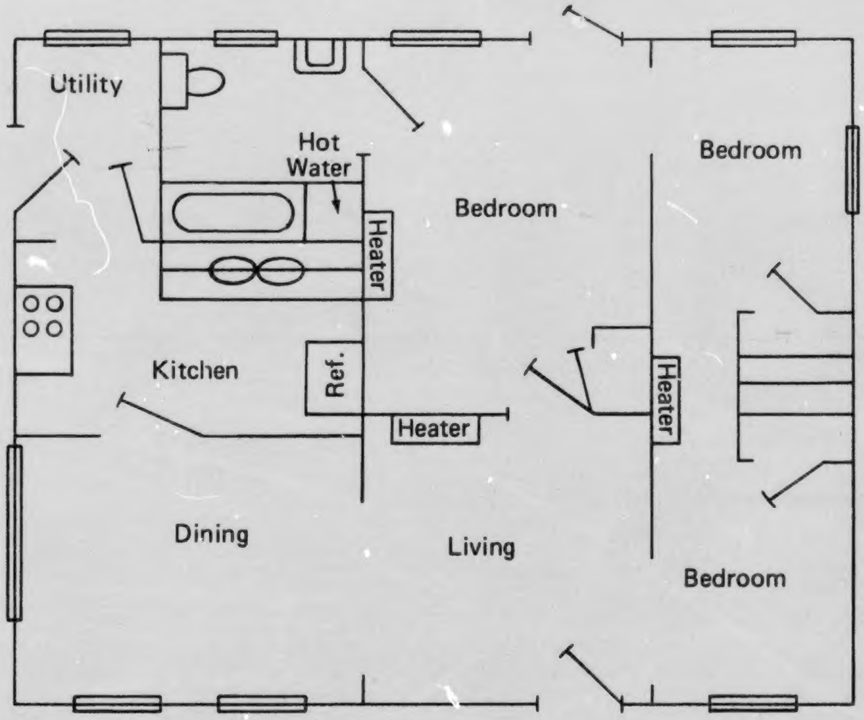
  f) Non-breakable mirror

  g) Mobile

ANSWERS TO ASSIGNMENT SHEETS

PART III

A.


Utility
Hot Water
Heater
Bedroom
Bedroom
Kitchen
Ref.
Heater
Heater
Dining
Living
Bedroom

B. 1. Walls--Wall surface must be replaced with material that is easily cleaned

2. Floors--Kitchen carpet must be replaced with a nonabsorbent, easily-cleaned floor covering

3. Lighting--Fluorescent light should be added to kitchen area

4. Ventilation--Vents need to be added to the bathroom, and hoods added above the kitchen range

5. Heating--Heaters must be vented vertically to the outside, 24 inches above the roof line

6. Electrical wiring--More outlets must be added because it is prohibited to use temporary wiring or extension cords

ANSWERS TO ASSIGNMENT SHEETS

7. Inside doors--Locks must be changed so that door can be opened from outside in case of an emergency

C. 1. Evaluated to the satisfaction of the instructor

2. 21

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

PART I--Evaluated to the satisfaction of the instructor

PART II

(NOTE: These are suggested answers.)

A.

CENTER	ADDITIONAL EQUIPMENT	WHY YOU RECOMMENDED ADDITIONAL EQUIPMENT
SAND AND WATER	1. Sand table 2. Cooking equipment 3. Digging equipment 4. Garden sprinkler 5. Hose and water hydrant 6. Funnels 7. Sifting screen 8. Collection of plastic or wooden cars or trucks	Evaluated to the satisfaction of the instructor
CLIMBING	1. Old tires chained together 2. Trampoline 3. Large wooden boxes 4. Large wooden spools	Evaluated to the satisfaction of the instructor
RIDING	1. Tricycles 2. Wagon 3. Traffic signs 4. Wheelbarrow	Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

B.
1. Art
2. Dramatic play
3. Science
4. Carpentry
5. Garden

Assignment Sheet #4

PART I

(NOTE: These are suggested answers.)

A. Room needs learning centers set up so there is no long, hall-like space for the children to run in

B. Move learning centers farther apart so child will not be distracted

C. Too many activities are going on; omit some of them so child can decide what to do

PART II

(NOTE: These are suggested answers.)

A. Noise from the block area will disturb children in the book area

B. Children passing through could interrupt activities in the block area

C. Children in the book area will be disturbed by children passing through to get to the dramatic play area

D. Too close an area will cause problems when childrens' buildings get too close together

ENVIRONMENTAL DESIGN
UNIT II

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with environmental space design to their correct definitions. Write the correct numbers in the blanks.

_____a. Empty space which is surrounded in large part by visible and/or tangible boundaries

_____b. Area available to child care workers for use in meeting child care program goals

_____c. Learning atmosphere created by the child care worker, the staff members, and children

_____d. Service, storage, hallway, bathroom, kitchen, and other areas unavailable for children's play

_____e. Large amount of empty area which is usually in the center of the room

_____f. Space that contains materials for creative and dramatic expression which may or may not have visible and/or tangible boundaries

_____g. Outside area for children that should be well-planned, fenced, safe, and should provide an area to create interest in learning activities which promote physical and individual growth and cooperative play

_____h. Empty space on the floor or grounds through which people move from one place to another

_____i. Special area of a room or playground where certain kinds of activities are set up by the caregiver for the child

1. Potential play units
2. Path
3. Play unit
4. Space
5. Playground
6. Interpersonal environment
7. Learning activities area
8. Dead space
9. Auxiliary space

2. State three activities in learning areas.

a. ____

b. ____

c. ____

TEST

3. State four factors to consider when planning indoor space.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

4. State five factors to consider when planning outdoor space.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

5. List six factors to consider in selecting indoor and outdoor equipment.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

6. Match traditional indoor learning areas to their correct descriptions. Write the correct numbers in the blanks.

_____a. Used for block, truck, and care activities, group meetings, music, and movements

_____b. Used for arts, crafts, table games, cooking, and eating

_____c. Used for various kinds of make-believe activities such as housekeeping, dress-up, and community helper

1. Table play area
2. Dramatic play area
3. Floor play area

TEST

7. Match traditional outdoor learning areas to their correct descriptions. Write the correct numbers in the blanks.

_____ a. Used in one part of the playground; consists of the jungle gym, boxes, boards, barrels, tires, swings, and slides

_____ b. Used for wagons, tricycles, and wheeled toys

_____ c. Used for children to explore and play with different kinds of natural substances

1. Riding area
2. Climbing area
3. Sand and water

8. List three age groups requiring space planning.

a. ____________________

b. ____________________

c. ____________________

9. State five responsibilities of a caregiver for learning centers.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

10. Select from the following list factors to consider in planning an indoor play area. Mark each correct answer with an "X."

_____ a. Location of building within the city or town

_____ b. Space available

_____ c. Number of van drivers

_____ d. Number of people on the advisory committee

_____ e. Ability of children

_____ f. Number and age of children

_____ g. Age of the center director

_____ h. Availability of safe, multi-purpose equipment and materials

_____ i. Size of budget

TEST

_____j. Number of staff and volunteers

_____k. Availability of extended class space

_____l. Number of people working in the kitchen

_____m. Time taken for study tours

11. Select from the following list factors to consider in planning an outdoor play area. Mark each correct answer with an "X."

_____a. Converted versus designed area

_____b. Safety

_____c. Number of home visits made

_____d. Long-term variety

_____e. Variety of play units

_____f. Accessibility

_____g. Staff salary

_____h. Area open to sun or shade

_____i. Varied textures and ground levels

_____j. Variety of quiet and active areas

_____k. Leave time accumulated by staff members

(NOTE: Test questions 12-15 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Use licensing regulations to evaluate potential site for a child care center.

13. Arrange three traditional learning centers.

14. Design a playground.

15. Analyze child's behavior related to space.

ENVIRONMENTAL DESIGN
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (18 points)

   a. 1
   b. 4
   c. 6
   d. 9
   e. 8
   f. 3
   g. 5
   h. 2
   i. 7

2. (6 points)

   Answer should include any three of the following

   a. To encourage self-care, self-direction, self-control, and self-esteem
   b. To encourage purposeful activity
   c. To encourage curiosity and learning
   d. To encourage one-to-one relationships and group interaction
   e. To encourage creativity of each child

3. (8 points)

   Answer should include any four of the following

   a. Age group to use space
   b. Locations of rooms within the center
   c. Entrances are away from busy streets
   d. Toilets and water are conveniently located
   e. Ventilation
   f. Beauty
   g. Rooms that are rectangular in shape are easier to arrange than other shapes
   h. Budget

ANSWERS TO TEST

4. (10 points)

   Answer should include any five of the following

   a. Size, weight, and abilities of children to use space
   b. Number of children to use space at one time
   c. Budget
   d. Insurance needs
   e. Space provided for a variety of motor skills
   f. Variety of surfaces
   g. Equipment accommodates several children at one time
   h. Sun and shaded areas may be used appropriately
   i. Outdoor water fountain
   j. No blind spots on playground for staff members
   k. Vandalism in play yard

5. (12 points)

   Answer should include any six of the following

   a. Simplicity
   b. Versatility
   c. Movability
   d. Durability
   e. Child-size
   f. Easily cleaned
   g. Compact, storable, and stackable

6. (6 points)

   a. 3
   b. 1
   c. 2

ANSWERS TO TEST

7. (6 points)

   a. 2

   b. 1

   c. 3

8. (6 points)

   Answer should include any three of the following

   a. Infants

   b. Toddlers

   c. Pre-school

   d. School-age

9. (10 points)

   Answer should include any five of the following

   a. Prepare center before children arrive

   b. Enrich play activities

   c. Maintain materials to promote orderliness

   d. Help children resolve situations they cannot handle

   e. Assist in all learning centers

   f. Help children learn proper use of materials

   g. Be alert to the entire playground or other area in which you are working

   h. Redirect unsafe activities and behavior

   i. Limit children in certain areas if necessary

   j. Encourage children to share and take turns

10. (26 points)

    b, e, f, h, i, j, k

11. (22 points)

    a, b, d, e, f, h, i, j

ANSWERS TO TEST

12. Evaluated to the satisfaction of the instructor (40 points)
13. Evaluated to the satisfaction of the instructor (25 points)
14. Evaluated to the satisfaction of the instructor (35 points)
15. Evaluated to the satisfaction of the instructor (20 points)

UNIT PLANNING AND SCHEDULING
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and schedule units of instruction for a child care center. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with unit planning and scheduling to their correct definitions.
2. Arrange in order steps in curriculum planning.
3. State purposes of yearly curriculum planning.
4. Distinguish between components of a yearly curriculum plan and components of a resource unit card.
5. List suggested curriculum topics.
6. Match components of an activity card to their correct descriptions.
7. Select from a list ways to plan a good schedule.
8. List ways to balance learning activities.
9. Arrange in order steps for developing a weekly schedule plan.
10. List self-constructed teaching aids.
11. Select from a list suggestions for a good bulletin board.
12. State suggested steps in designing a bulletin board.
13. Make a yearly plan.
14. Complete a resource unit card.
15. Complete an activity card and a book card.
16. Complete a daily/weekly plan.
17. Plan and evaluate a bulletin board.
18. Make a teaching aid for a unit of instruction.

UNIT PLANNING AND SCHEDULING
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit

      1. Filmstrip teaching kit--*Individualizing Early Childhood Education.* Color 35mm filmstrip and audio cassette, 22 minutes, 1974. Available from Careers Aids Inc., 5024 Lankershim Boulevard, North Hollywood, California 91601.

      2. Filmstrip teaching kit--*What is Good Quality Child Care?* Color 35mm filmstrip and audio cassette, nine minutes, 1978. Available from Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

      3. Filmstrip teaching aid--*Teaching and Caring-The Role of the Child Care Aid*. Color 35mm filmstrip and audio cassette, 20 minutes, 1979. Available from Butterick Publishing Company, 708 Third Avenue, New York, New York 10017.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Provide students with additional curriculum books, magazines, and other resources that have information for children's activities.

   H. Emphasize that a fully-balanced curriculum to be implemented in a child care facility is a final evaluation of skills and concepts learned by students in Volumes I and II of the child care curriculum.

   I. Have students vary the daily/weekly plan to meet the needs of half-day and full-day programs.

   J. Require students to turn in a certain number of instructional units as a semester or annual project and present to children.

   K. Demonstrate to students the technique of covering teaching aids with clear Contact paper for longer use.

   L. If a laminating machine is available, demonstrate use of the machine to students to help preserve teaching aids.

SUGGESTED ACTIVITIES

M. Obtain copies of the following books for other child care curriculum ideas.

  1. Bohlen, Sue; Digby, Joyce, and Larson, Betty. *Just Hanging Around*. Minneapolis: T.S. Denison and Company, Inc., 1979.
  2. Carmichael, Viola S. *Curriculum Ideas for Young Children*. Los Angeles: Southern California Association for Education of Young Children, 1972.
  3. Chicago Board of Education. *Living Experience for Young Children*. Chicago: Board of Education, 1970.
  4. Franks, Judy, et al. *Beginning . . . Early Childhood Education In Oklahoma.* Oklahoma City, Oklahoma: State Department of Education, 1981.
  5. Lorton, Mary Baratta. *Workjob*. London: Addison-Wesley Publishing, 1972.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

  1. Assignment Sheet #1--Make a Yearly Plan
  2. Assignment Sheet #2--Complete a Resource Unit Card
  3. Assignment Sheet #3--Complete an Activity Card and a Book Card
  4. Assignment Sheet #4--Complete a Daily/Weekly Plan
  5. Assignment Sheet #5--Plan and Evaluate a Bulletin Board
  6. Assignment Sheet #6--Make a Teaching Aid for a Unit of Instruction

E. Answers to assignment sheets

F. Test

G. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Flemming, Bonnie Mack, and Hamilton, Darlene Softley. *Resources for Creative Teaching in Early Childhood Education*. Chicago: Harcourt Brace Jovanovich, Inc., 1977.

B. Leeper, Sarah; Dale, Ruth J.; Skipper, Dora Siles, and Witherspoon, Ralph L. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1979.

C. Loveless, Susan Catlett. *Oklahoma Child Development Associate: Creative Arts and Program Planning.* Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

D. Taylor, Barbara J. *A Child Goes Forth*. Provo, Utah: Brigham Young University Press, 1980.

E. Taylor, Barbara J. *When I Do, I Learn*. Provo, Utah: Brigham Young University Press, 1977.

UNIT PLANNING AND SCHEDULING
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Yearly plan--Written goals which provide an overview of the year's early childhood program which includes scheduled events

   (NOTE: Yearly plans are also called annual plans.)

   B. Component--An essential part

   C. Sequential--Following in order

   D. Evaluation--Critical look by staff to find out if goals were accomplished

   E. Weekly plan--Written outline or chart of activities related to the concept being taught at that time

   (NOTE: Weekly plans should provide an overview of the week and build on concepts from the previous week.)

   F. Resource unit card--Summary of activities available for teaching a specific concept or theme

   (NOTE: The card provides quick and easy reference for daily and weekly plans.)

   G. Teaching aids--Additional materials used to make a unit of instruction more interesting and to support concepts and skills being taught

   H. Unit of instruction--Learning materials presented to children based on daily, weekly, and yearly plans

   I. Concept--Specific fact or idea used to help children realize the broader objective

II. Steps in curriculum planning (Assignment Sheets #1, #2, #3, and #4)

   A. Determine needs

   B. Identify concepts and skills to emphasize

   C. Make a yearly plan of curriculum themes (Assignment Sheet #1)

   D. Develop a resource unit card for themes (Assignment Sheet #2)

   E. Make activity file cards (Assignment Sheet #3)

   F. Make time schedule (Assignment Sheet #4)

   EXAMPLES: Time schedule; weekly plan

INFORMATION SHEET

G. Develop instructional strategies

EXAMPLES: Set up learning center; develop teaching aids; schedule study tours or resource person

H. Implement instructional plans

I. Evaluate plans and adjust for future use

III. Purposes of yearly curriculum planning

A. Allows for joint staff planning

B. Provides for implementation of goals

C. Makes planning ahead possible

D. Provides program information for parents and community

E. Provides proof if certain programs are advertised

(NOTE: In some states, the law requires that if a certain program is advertised, it must be in the yearly plan.)

F. Provides a basis for evaluation of program goals

IV. Components of a yearly curriculum plan and components of a resource unit card (Assignment Sheets #1 and #2)

A. Components of a yearly plan (Assignment Sheet #1)

1. Program goals
2. Sequential learning concepts
3. Procedures for evaluation of program

B. Components of a resource unit card (Assignment Sheet #2)

1. General concept or theme
2. Specific objectives for children to accomplish
3. Titles of activities and resources

V. Suggested curriculum topics

A. Animals

B. Birds

C. Children

D. Clothing

INFORMATION SHEET

E. Colors

F. Communication

G. Days of the week

H. Environment

I. Families

J. Food

K. Growing things

L. Health and cleanliness

M. Holidays

N. Homes

O. Machines

P. Music

Q. Opposites

R. Patterns

S. The child care center

T. Safety

U. Science

V. Seasons

W. Sounds

X. Temperature

Y. Time

(NOTE: Many other topics may be added to this list.)

VI. Components of an activity card

A. Concept or skill--General topic to be taught

B. Activity--Title of unit

C. Learning centers--Places where the units will be taught

D. Grouping--Number of children and/or age for which the activity is best suited

INFORMATION SHEET

E. Objective--Statement of the behavior(s) that the child(ren) should be able to perform after completing the activity

F. Materials--Listing of all items needed for carrying out activities

G. Procedures--Sequential listing of all steps involved in carrying out an activity

H. Other concepts or skills--List of topics which could be taught in addition to those developed for an activity

I. Other activities--List of other learning devices which may also teach this concept or skill

VII. Ways to plan a good schedule

A. Base schedule on physical needs of the children

EXAMPLES: Snacks; toilet; lunch and rest periods

B. Provide for security of the children

(NOTE: Limit number of teacher-supervised activities planned at one time.)

C. Make transition time go smoothly

(NOTE: Provide enough time for children to help clean up and provide activities which gradually slow down or speed up.)

VIII. Ways to balance learning activities

(NOTE: Provide a balance of activities.)

A. Have structured and unstructured activities

B. Have informative and creative activities

C. Have active and quiet activities

D. Have indoor and outdoor activities

E. Have observation and participation

F. Have activities for children alone and together

IX. Steps for developing a weekly schedule plan

A. Hold meeting with teacher and assistants to develop schedule

B. Plan unit theme to be emphasized

C. Make list of specific concepts to be presented

INFORMATION SHEET

D. Compile information supporting the concept to be taught

(NOTE: If there is no information available, develop a resource unit or file cards.)

E. Complete weekly plan and daily schedule

F. Check plans for necessary adjustments

G. Post weekly plans

H. Set up major learning centers for weekly emphasis

EXAMPLE: A unit on sound may have a special learning center with items that make sounds

I. Arrange for study tours, resource person, equipment, and/or teaching aids

X. Self-constructed teaching aids (Assignment Sheets #5 and #6)

A. Pictures

B. Flannel board

C. Patterns

D. Games

E. Bulletin boards

F. Puppets

G. Mobiles

(NOTE: Others may be added during class.)

XI. Suggestions for a good bulletin board (Assignment Sheet #5)

A. Place at children's eye level

B. Allow picture to convey message

C. Keep items fairly large and simple

D. Should round out class activities

E. Keep on children's developmental level

XII. Suggested steps in designing a bulletin board (Assignment Sheet #5)

A. Set theme

B. Make a rough sketch of idea

C. Determine which materials to use

UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #1--MAKE A YEARLY PLAN

NAME ______________________________ SCORE __________

PART I

Both long-term and short-term planning is necessary for an effective child care program. This provides for the guidance of and evaluation of performance and program goals, and helps meet needs of individual children. The yearly plan is a part of the long-term plan. Some things to remember when making the yearly plan are:

A. Check a calendar and record significant events.

B. Write tentative dates in pencil, so changes can be made.

C. Check progress toward monthly goals.

D. Plan cooperatively with other workers.

When making a yearly plan, remember that simple concepts will be emphasized early in the year, more difficult skills and concepts will be emphasized later in the year.

Study the sample monthly plan below, then make a yearly plan using the blanks which follow.

EXAMPLE:

Month September

Week one I'm Me I'm Special

Week two My Body Works for Me

Week three We're a Family

Week four We're a Family

ASSIGNMENT SHEET #1

Month January

Week one

Week two

Week three

Week four

Month February

Week one

Week two

Week three

Week four

Month March

Week one

Week two

Week three

Week four

CC II - 95-B

ASSIGNMENT SHEET #1

Month April

Week one

Week two

Week three

Week four

Month May

Week one

Week two

Week three

Week four

Month June

Week one

Week two

Week three

Week four

ASSIGNMENT SHEET #1

Month July

Week one

Week two

Week three

Week four

Month August

Week one

Week two

Week three

Week four

Month September

Week one

Week two

Week three

Week four

CC II - 97-B

ASSIGNMENT SHEET #1

Month October
Week one

Week two

Week three

Week four

Month November
Week one

Week two

Week three

Week four

Month December
Week one

Week two

Week three

Week four

ASSIGNMENT SHEET #1

PART II

Recording dates as far ahead as possible helps in planning.

Record the following events on your personal calendar or on the calendar in the child care center.

(NOTE: All of these dates may not be applicable to all child care centers.)

A. Date school begins and ends

B. National holidays

C. Special events

EXAMPLES: Circus coming to town; end of school picnic; visit to kindergarten

D. Field trips

(NOTE: These should coordinate with monthly concepts.)

E. Children's birthdates

F. Supplemental responsibilities

EXAMPLES: Staff meetings; staff training; parent meetings

G. Screening and evaluation of children

UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #2--COMPLETE A RESOURCE UNIT CARD

NAME ______________________________ SCORE ______________

A resource unit card provides a quick and easy reference for developing a weekly and a daily plan. It may include a list of teaching ideas such as songs, finger plays, and books needed to teach a learning activity.

For quick referencing of these materials, file them by subject in a small file box. Keep extra cards available to record new activities. Making an index for the front of the file can be helpful.

Using the following sample resource unit card as a guide, complete the blank resource card. List activities that would be needed to complete a unit from your yearly plan in Assignment Sheet #1.

ASSIGNMENT SHEET #2

SAMPLE RESOURCE UNIT CARD

(Side 1)

THEME/CONCEPT/SKILL: Body Parts Motor/Social Skills			**CURRICULUM AREA:** Social Studies	
Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor
Head to Toe *Ten Little Fingers* *What Is A Whisper Secret?* *Circus Baby* *I'm A Big Helper*	Stretch, Stretch Touch Your Nose Little Hands, Head and Shoulders This Is The Way We Finger Family Five Little Sheep	I'm Walking Me, Myself & I What Are You Wearing Touch, Knees & Toes Tiptoes I Wiggle	(Puppet plays) Me, Myself & I Me Puppets (Housekeeping area) Egg Beater Bathing Dolls	Clamp-Stamp Bucket & Shovels in Sand Area Balls Planting Garden

SAMPLE RESOURCE UNIT CARD

(Side 2)

THEME/CONCEPT/SKILL:			**CURRICULUM AREA:**	
Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Other
Drawing hands & making into sewing cards Stringing beads Snowflakes Jars and cans to open Tinkertoys	Butcher paper body drawing completed by child Cutting and pasting Stamping body parts in play dough, wet sand, finger paint	View mannequins in department stores or medical facilities Visit a dentist Feed the animals	Make sandwich snacks Peanut butter, play dough Fix finger foods Making and kneading play dough Spreading on crackers	My Book Of Child's Body Experiences Measuring body and body parts Picture taking and viewing Eyes and hair described

CC II - 101-B

ASSIGNMENT SHEET #2

RESOURCE UNIT CARD

(Side 1)

Name ________________________________

THEME/CONCEPT/SKILL:		CURRICULUM AREA:		
Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE UNIT CARD

(Side 2)

Name ________________________________

THEME/CONCEPT/SKILL:		CURRICULUM AREA:		
Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Other

UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #3--COMPLETE AN ACTIVITY CARD AND A BOOK CARD

NAME ______________________________ SCORE ______________

Activities in a children's program should be planned to fit individual needs. An organized activity card file can provide a quick and easy reference for the teacher, volunteer, or substitute teacher to locate activities related to specific concepts. These should be kept on file cards and stored in a file box for easy reference.

PART I

Using the following sample activity card as a guide, complete the blank activity card provided.

ASSIGNMENT SHEET #3

CONCEPT/SKILL: I'm Me, I'm Special
Relationships/Language

ACTIVITY: Using Prepositions

LEARNING CENTERS: Block
Floor Play Area

GROUPING: Age three and above

OBJECTIVE: Given a model, the child will be able to respond correctly using these prepositions: Behind, under, on, over, and between to describe a variety of relationships of an object. The child will also be able to follow directions and repeat a model sentence using prepositions in placing objects.

MATERIALS: Pencils, eraser, penny or other small object, chair, blocks, small doll or other object

PROCEDURE:
1. Supply a model
   EXAMPLES: The penny is behind your ear; the penny is over your head; the penny is on your nose; the penny is in your pocket; the penny is under your chair.
2. After each statement ask, "Where is the penny?"
3. Have child repeat, "The penny is over my head."
4. Later, let the child answer without having been given a model response.

OTHER CONCEPTS/SKILLS:
Body awareness/self-image
Social sciences
Visual memory
Motor development

OTHER ACTIVITIES:
1. Follow me

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ASSIGNMENT SHEET #3

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTERS:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ______________________

DATE: ______________

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ASSIGNMENT SHEET #3

PART II

Book information may be written on file cards for future reference. Sometimes the child care worker needs to locate books that support a concept or skill related to the curriculum theme being taught.

Using the following sample book card as a guide, complete the blank resource card provided. Read the book first and then write the information on the card. Choose a book that would supplement the activity plan on your activity card of Part I of this assignment sheet.

Sample Book Card

Concept/Skill: Body Parts
Motor & Social Skills

Title: *My Head To Toes*

Author: Jean Tymms

Publisher: Golden Press
Western Publishing Co.
New York

Cost: (If available) $4.00

Summary or description of the content: Describes what the function of the eyes, nose, ears, mouth, hair, hands, waist, knees, legs, feet and "all of me" are and illustrates with colorful pictures of people and animals.

List of all major concepts which the story will teach:

1. Body parts help us learn through our senses.
2. Eyes, hands, etc., help us do many things.
3. Our hands, arms, etc., have different parts.
4. People have arms, but some animals don't have arms, hands, or fingers.

ASSIGNMENT SHEET #3

Book Card

Name ______________________________

Concept/Skill:

Title:

Author:

Publisher:

Cost: (If available)

Summary or description of the content:

List of all major concepts which the story will teach:

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UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #4--COMPLETE A DAILY/WEEKLY PLAN

NAME ________________________________ SCORE ______________

A daily/weekly plan will allow each child care worker in the center to know what is scheduled for the day or week. This should be posted so it can be seen.

When making out a schedule, consider ways to balance activities, as listed in the Information Sheet.

Using the following weekly/daily plan as a guide, complete the blank plan. Choose a week from your yearly plan to use.

ASSIGNMENT SHEET #4

Sample

Center's Name Ms. Anne's Child Care Center

Daily/Weekly Plan and Schedule

Date 9-21-83

Theme We're a Family

Goals:
1. Socialization
2. Fine and gross motor skills
3. Eye-hand coordination

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-8:15 Arrival & Directed Free Play	Play dough	String beads	Family lotto	Number Bingo	Folder games
8:15-8:30 Group Time	"Wheels On The Bus"	"Paw Paw Patch"	"Mary Wore Her Red Dress"	"The Leaves are Red and Yellow In The Fall"	"The Bear Went Over The Mountain"
8:30-9:00 Breakfast					
9:00-9:15 Toothbrushing					
9:15-10:15 Free play and Individualized Instruction	Cut picture from catalog and make family picture, family Lotto	Make sock puppets of family member, animals, family books	Easel paint family members, play dough string beads	Make family members from paper plates, string beads	Make family members from leaves, color Bingo

10:15-11:00 Outdoor Play	Play game, "Mother May I"	Directed free play	Play "Family Goes Fishing"	Dolls outside to play family	Study Tour: Puppies
11:00-11:30 Music and/or Storytime	*Grandfather and me* "Grandmother's Glasses"	*About Me* "Thumbkin"	*Patrick Will Grow* "Miss Molly"	*We are Having a Baby* "Ten Little Indians"	Children choose book "Little Rabbit Fu Fu"
11:30-12:00 Lunch					
12:00-2:00 Naptime					
2:00-2:15 Toileting					
2:15-2:30 Snack					
2:30-2:45 Toothbrushing					
2:45-3:30 Outdoor Play	Water paint, bricks	Tricycle	Wheel toys, trucks and cars	Study tour: Gather leaves for collage	Giant Tinkertoys
3:30-3:55 Special Activity	*What Do People Do All Day Long*	Children choose book	*Are You My Mother?*	Flannel story *"Come Play With Me"*	*Wait Till The Moon Is Full*
3:55-4:00 Dismissal					

ASSIGNMENT SHEET # 4

Center's Name ______________________

Daily/Weekly Plan and Schedule

Date ____________________

Theme ____________________

Goals: 1. ____________________
2. ____________________
3. ____________________

Time	Monday	Tuesday	Wednesday	Thursday	Friday

UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #5--PLAN AND EVALUATE A BULLETIN BOARD

NAME ________________________________ SCORE ____________

The purpose of a bulletin board display is to visualize ideas and communicate a simple message. A variety of materials can be used, none of which need to be very expensive. Wallpaper sample books can be used to make beautiful bulletin boards and in most cases can be obtained free.

PART I

Choose a partner and, using the unit information and an activity book, plan a bulletin board. Answer the following questions and sketch your bulletin board on the page provided.

A. Theme of your bulletin board--________________________________

____

B. Title or caption--________________________________

____

C. Materials and equipment needed to make bulletin board--

EXAMPLES: Construction paper; stapler; scissors

____

____

____

____

D. Sketch your bulletin board on the following page.

ASSIGNMENT SHEET #5

PART II

Using your plan and a blank bulletin board from your classroom, put up your planned bulletin board and evaluate it by answering the questions below.

		YES	NO
A.	Was the center of interest large and simple?	____	____
B.	Were appropriate colors used for the center of interest and background?	____	____
C.	Did the center of interest relay the topic and theme?	____	____
D.	Were background materials neatly applied?	____	____
E.	Were other characters of appropriate size to the main character?	____	____
F.	Did you and your partner (or group members) share equally in the work?	____	____
G.	Was your bulletin board completed on time?	____	____

H. If any of the questions were answered no, what could be done to change this?

____

____

____

UNIT PLANNING AND SCHEDULING
UNIT III

ASSIGNMENT SHEET #6--MAKE A TEACHING AID FOR A UNIT OF INSTRUCTION

NAME____ SCORE ____________

A teaching aid is used to present material in the most effective way. It can make a presentation very interesting and can support concepts and skills in the unit of instruction.

Using the list below or one of your own ideas, make a teaching aid for a unit of instruction from your daily/weekly plan in Assignment Sheet #4.

A. Mounted picture

B. Pattern

C. Game

D. Bulletin board

E. Puppet

F. Mobile

G. Picture recipe

H. Audio tape

UNIT PLANNING AND SCHEDULING
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

UNIT PLANNING AND SCHEDULING
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with unit planning and scheduling to their correct definitions. Write the correct numbers in the blanks.

______a. Additional materials used to make a unit of instruction more interesting and to support concepts and skills being taught

______b. Written outline or chart of activities related to the concept being taught at that time

______c. Following in order

______d. Summary of activities available for teaching a specific concept or theme

______e. Written goals which provide an overview of the year's early childhood program which includes scheduled events

______f. An essential part

______g. Critical look by staff to find out if goals were accomplished

______h. Specific fact or idea used to help children realize the broader objective

______i. Learning materials presented to children based on daily, weekly, and yearly plans

1. Component
2. Yearly plan
3. Evaluation
4. Sequential
5. Weekly plan
6. Resource unit card
7. Teaching aids
8. Unit of instruction
9. Concept

2. Arrange in order steps in curriculum planning. Write a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Develop a resource unit card for themes

______b. Develop instructional strategies

______c. Determine needs

______d. Make a yearly plan of curriculum themes

______e. Identify concepts and skills to emphasize

______f. Evaluate plans and adjust for future use

______g. Make activity file cards

TEST

______h. Make time schedule

______i. Implement instructional plans

3. State four purposes of yearly curriculum planning.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Distinguish between components of a yearly curriculum plan and components of a resource unit card. Write a "P" in the blanks before components of a yearly plan and a "C" before components of a resource unit card.

______a. Program goals

______b. Titles of activities and resources

______c. General concept or theme

______d. Sequential learning concepts

______e. Specific objectives for children to accomplish

______f. Procedures for evaluation of program

5. List eight suggested curriculum topics.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

TEST

6. Match components of an activity card to their correct descriptions. Write the correct numbers in the blanks.

______a. Title of unit

______b. Listing of all items needed for carrying out activities

______c. Number of children and/or age for which the activity is best suited

______d. Places where the units will be taught

______e. Statement of the behavior(s) that the child(ren) should be able to perform after completing the activity

______f. General topic to be taught

______g. Sequential listing of all steps involved in carrying out an activity

______h. List of other learning devices which may also teach this concept or skill

______i. List of topics which could be taught in addition to those developed for an activity

1. Grouping
2. Learning centers
3. Procedures
4. Concept or skill
5. Materials
6. Activity
7. Objective
8. Other concepts or skills
9. Other activities

7. Select from the following list ways to plan a good schedule. Write an "X" in the blank before each correct answer.

______a. Base schedule on physical needs of the children

______b. Keep children sitting as much as possible

______c. Provide for security of the children

______d. Make transition time go smoothly

______e. Plan quiet activities during first half of the day

8. List four ways to balance learning activities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

9. Arrange in order steps for developing a weekly schedule plan. Write a "1" in front of the first step, a "2" in front of the second step, and so on.

   ______a. Arrange for study tours, resource person, equipment, and/or teaching aids

   ______b. Complete weekly plan and daily schedule

   ______c. Compile information supporting the concept to be taught

   ______d. Post weekly plans

   ______e. Set up major learning centers for weekly emphasis

   ______f. Hold meeting with teacher and assistants to develop schedule

   ______g. Plan unit theme to be emphasized

   ______h. Make list of specific concepts to be presented

   ______i. Check plans for necessary adjustments

10. List four self-constructed teaching aids.

    a. ____

    b. ____

    c. ____

    d. ____

11. Select from the following list suggestions for a good bulletin board. Write an "X" in the blank before each correct answer.

    ______a. Place at children's eye level

    ______b. Have many themes on one bulletin board

    ______c. Use expensive materials when making bulletin boards

    ______d. Allow picture to convey message

    ______e. Keep items fairly large and simple

    ______f. Should round out class activities

    ______g. Keep on children's developmental level

TEST

12. State suggested steps in designing a bulletin board.

    a. ____________________

    b. ____________________

    c. ____________________

(NOTE: Test questions 13-18 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Make a yearly plan.

14. Complete a resource unit card.

15. Complete an activity card and a book card.

16. Complete a daily/weekly plan.

17. Plan and evaluate a bulletin board.

18. Make a teaching aid for a unit of instruction.

UNIT PLANNING AND SCHEDULING
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 300.)

1. (16 points)

   a. 7
   b. 5
   c. 4
   d. 6
   e. 2
   f. 1
   g. 3
   h. 9
   i. 8

2. (18 points)

   a. 4
   b. 7
   c. 1
   d. 3
   e. 2
   f. 9
   g. 5
   h. 6
   i. 8

3. (8 points)

   Any four of the following

   a. Allows for joint staff planning
   b. Provides for implementation of goals
   c. Makes planning ahead possible
   d. Provides program information for parents and community
   e. Provides proof if certain programs are advertised
   f. Provides a basis for evaluation of program goals

4. (12 points)

   a. P
   b. C
   c. C
   d. P
   e. C
   f. P

ANSWERS TO TEST

5. (8 points)

   Any 8 of the following

   a. Animals
   b. Birds
   c. Children
   d. Clothing
   e. Colors
   f. Communication
   g. Days of the week
   h. Environment
   i. Families
   j. Food
   k. Growing things
   l. Health and cleanliness
   m. Holidays
   n. Homes
   o. Machines
   p. Music
   q. Opposites
   r. Patterns
   s. The child care center
   t. Safety
   u. Science
   v. Seasons
   w. Sounds
   x. Temperature
   y. Time

6. (18 points)

   a. 6
   b. 5
   c. 1
   d. 2
   e. 7
   f. 4
   g. 3
   h. 9
   i. 8

7. (10 points)

   a, c, d

8. (8 points)

   Any four of the following

   a. Have structured and unstructured activities
   b. Have informative and creative activities
   c. Have active and quiet activities
   d. Have indoor and outdoor activities

ANSWERS TO TEST

e. Have observation and participation

f. Have activities for children alone and together

9. (18 points)

a. 9
b. 5
c. 4
d. 7
e. 8
f. 1
g. 2
h. 3
i. 6

10. (4 points)

Any four of the following

a. Pictures
b. Flannel board
c. Patterns
d. Games
e. Bulletin boards
f. Puppets
g. Mobiles

11. (14 points)

a, d, e, f, g

12. (6 points)

a. Set theme
b. Make a rough sketch of idea
c. Determine which materials to use

13. Evaluated to the satisfaction of the instructor (25 points)
14. Evaluated to the satisfaction of the instructor (35 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (25 points)
17. Evaluated to the satisfaction of the instructor (30 points)
18. Evaluated to the satisfaction of the instructor (25 points)

ENRICHMENT
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and carry out enrichment activities. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with enrichment to their correct definitions.
2. List types of study tours.
3. State enrichment values of television.
4. Select from a list facts associated with abuse of television.
5. State the "do's" associated with the use of television.
6. Distinguish between advantages and disadvantages of commercial materials in a child care center.
7. State factors to consider in the selection of resource people.
8. Arrange in order guidelines for inviting a resource person.
9. Arrange in order guidelines for planning a study tour.
10. Select from a list factors to consider when transporting children.
11. Evaluate television programs.
12. Plan for a resource person.
13. Plan a study tour.

ENRICHMENT
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order films, filmstrips, and games planned to supplement unit.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information sheet.

  F. Discuss assignment sheets.

  G. Develop appropriate learning activities for special needs students.

  H. Assign class to watch the same children's educational television show and then discuss the good and bad points. Have students defend their points of view.

  I. Assist students with Assignment Sheets #2 and #3. Have a team of two or three students plan a study tour and a guest speaker.

  J. For walking study tour, have students make a bus rope. You will need approximately three feet of rope per child. The rope is tied into loops with about 24 inches between loops. The children walk along, holding on to the loops. This will keep the children in a group.

  K. Have students list possible study tours in their area and tell why they would be good places to visit.

  L. Have students list possible resource people that could be invited to talk to children and discuss why they feel these people would be good resources.

  M. For Assignment Sheet #1, help students make list of programs.

  N. Give test.

  O. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

  1. Assignment Sheet #1--Evaluate Television Programs
  2. Assignment Sheet #2--Plan for a Resource Person
  3. Assignment Sheet #3--Plan a Study Tour

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Conger, Flora Stabler, and Rose, Irene B. *Child Care Aide Skills*. Dallas: Gregg Division, McGraw-Hill Book Co., 1979.

C. Hildebrand, Verna. *Introduction to Early Childhood Education*. New York: Macmillan Publishing Co., Inc., 1976.

ENRICHMENT
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Enrichment--Giving greater value to something by supplementing it

   B. Environmental influences--Experiences in the home and community that shape personality and attitude

   C. Environment--Total surroundings in which we live, all people and all things

   D. Safety--Means of keeping a person free from harm or risk

   E. Study tour--Excursion coordinated with the center and the community; aids children's learning about the world

   F. Transition time--Period in which a person goes from one activity to another

   (NOTE: Just before a resource person arrives, plan an activity that will cause the least amount of excitement.)

II. Types of study tours

   A. Animals

      1. County fair

      (NOTE: Go at a time when crowds are small.)

      2. Farm

      3. Dairy farm

      4. Duck pond

      5. Zoo

      6. Hatchery

      7. Wildlife exhibits

      8. Bird sanctuary

      9. Aquarium

      10. Museum

      EXAMPLE: Animal and bird exhibit

INFORMATION SHEET

B. People and places

   1. Bakery
   2. Museum

      EXAMPLES: Old-fashioned houses; doll collections; Native American houses; historical exhibits

   3. School

      EXAMPLES: Kindergarten for nursery school children; first grade for kindergarten children

   4. Potter's studio
   5. Print shop
   6. Fire station
   7. Home of foreign student or family
   8. Garage mechanic
   9. Home economics classroom
   10. Ice skating rink
   11. Police officer
   12. Swimming pool
   13. Television station

C. Places where things grow

   1. Botanical gardens
   2. Tree farm or nursery
   3. Flower garden
   4. Nature walk

      (NOTE: Plan nature walks when a new season is beginning. This could also be a trash pickup time.)

   5. Orchard
   6. Park

      EXAMPLE: Visit park when flowers start to blossom

   7. Woods

INFORMATION SHEET

D. Transportation and machines

1. Airport
2. Train ride
3. Train station
4. Train exhibit
5. Construction equipment
6. Street repair equipment
7. Farm machinery show
8. Elevator
9. Escalator
10. Car dealer's showroom
11. Bus ride
12. Museum

EXAMPLES: Machine or space exhibit

III. Enrichment values of television (Assignment Sheet #1)

(CAUTION: Television should be used sparingly.)

A. Helps develop a larger vocabulary

B. Provides a wider frame of reference

C. Provides a larger store of general information

D. Provides a springboard for other learning activities

IV. Facts associated with abuse of television

A. Poor selection of programs

B. Poor timing

C. Failure of child care worker to adequately motivate children for program

D. Use of programs merely to entertain children

E. Overuse

INFORMATION SHEET

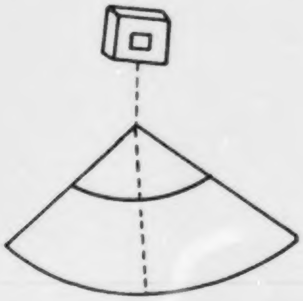
V. "Do's" associated with the use of television (Assignment Sheet #1)

A. Place television in front of a wall with window to avoid glare

B. Seat children in front of receiver in a triangular pattern (Figure 1)

EXAMPLE:

FIGURE 1



C. Mount set so each child can see screen

D. Arrange seating well in advance of the lesson

E. Prepare children for the television lesson beforehand; review them afterwards

VI. Advantages and disadvantages of commercial materials in a child care center

(NOTE: Commercial materials include all those associated with films, filmstrips, records, cassettes, programmed instructional materials, slides, transparencies, and videotapes.)

A. Advantages

1. Children can work independently or in small groups
2. Each child can progress at his or her own pace
3. Teacher can be more flexible, more responsive, and more creative
4. Teacher is able to familiarize children with a wide variety of tasks and may help children to select their own goals and to pursue their own interests
5. Children can become involved in each activity for its own sake

INFORMATION SHEET

B. Disadvantages

1. Presentation is usually rigid and sequential
2. Interaction is decreased between the child and other children and between child and teacher
3. Remedial value may be over-emphasized
4. Materials may be overused to the point that novelty value is lost
5. Materials are impersonal
6. Poor judgment in selection of materials often wastes time
7. Materials may be expensive
8. Teacher may become over-dependent on material

   (NOTE: Teacher can lose personalized and localized aspect of teaching.)

VII. Factors to consider in the selection of resource people

A. Resource people should be able to increase the child's knowledge of people, places, and events

B. Resource people should be knowledgeable and interesting and should be able to relate to children

VIII. Guidelines for inviting a resource person (Assignment Sheet #2)

A. Evaluate reasons for inviting person

B. Decide on topic

C. Get permission from supervisor

EXAMPLES: Principal, director

D. Contact person

(NOTE: If possible, talk about materials to be covered; get specific date and time; give time frame for presentation; give age or level of audience; ask if any special equipment is needed; and give reminder call before or on day of presentation.)

E. Prepare children for speaker

(NOTE: Plan activities that will help the children understand the speaker's information.)

INFORMATION SHEET

F. Plan activity that will relax rather than stimulate children just before speaker arrives

G. Write speaker a thank-you note

(NOTE: This could be a follow-up activity for the children.)

IX. Guidelines for planning a study tour (Assignment Sheet #3)

A. Evaluate reasons for taking study tour

B. Decide on location

(NOTE: Choose location that is not over 20 minutes away; avoid crowds.)

C. Get supervisor's permission

EXAMPLES: Principal; boss

D. Contact person

(NOTE: Be specific on what children are to see; get specific time and date; give age and level of audience; make clear number in group; give time frame of visit; and give reminder call on or before day of trip.)

E. Have parents sign permission slips

F. Make transportation arrangements

(NOTE: It will be necessary to ask parents to volunteer.)

G. Assign children to adults

H. Prepare children for tour

I. After trip, write thank-you notes

(NOTE: This could be a follow-up activity for the children.)

X. Factors to consider when transporting children

A. If private car is used, owner should have liability insurance

B. Two adults should be in car, with one in back seat

C. With 3-year-olds, one adult is needed for each two children

D. With 4- or 5-year-olds, one adult is needed for every five or six children

ENRICHMENT
UNIT IV

ASSIGNMENT SHEET #1--EVALUATE TELEVISION PROGRAMS

NAME ______________________ SCORE ____________

Television can be a useful tool in a child care situation if it is used properly. It is very important to select proper shows that have educational benefits for the children. Television should not be used only to entertain children.

In the space provided, evaluate the educational value of five television programs watched by children. These may be programs that you list, or programs provided by your teacher.

NAME OF SHOW — EVALUATION

A. ______________________ ______________________
____
____

B. ______________________ ______________________
____
____

C. ______________________ ______________________
____
____

D. ______________________ ______________________
____
____

E. ______________________ ______________________
____
____

ENRICHMENT
UNIT IV

ASSIGNMENT SHEET #2--PLAN FOR A RESOURCE PERSON

NAME ______________________________ SCORE ______________

Having a resource person come to the classroom can be very exciting for children. This allows them to see people from the world of work. Invite someone who can dress in work clothing and bring work equipment to show, such as a mechanic.

Plan for a resource person. The following form might be a helpful checklist for planning.

Topic ____

Resource person ______________________________________

Address ____

Phone number ____

Date ____

Time ____

Special equipment needed ______________________________

____

____

____

ENRICHMENT
UNIT IV

ASSIGNMENT SHEET #3--PLAN A STUDY TOUR

NAME ______________________________ SCORE ______________

Study tour should be fun and educational activities for children. Their world is very small and personal, so plan study tours that will be good experiences. Avoid areas that might frighten children.

PART I--Planning the tour

The following might be a helpful checklist for planning a study tour. Be sure the tour is not too long or too far away for the children.

Name and address of place ____

____

____

____

Person to contact ____

Number to call ____

Travel information ____

Recommended number of persons going ____________ Number of escorts ________

Recommended time of year to visit ________________________________

Recommended date and time ________________________________

Length of time needed for tour ________________________________

Safety hazards ____

Eating facilities ____

What parents/children will see and do ____________________________

____

Estimated time of return ________________________________

____

ASSIGNMENT SHEET #3

PART II--Permission slips

Following is an example of a permission slip that should be signed by the child's parents or legal guardian.

(CAUTION: BE SURE THIS SLIP IS SIGNED BY THE PARENT OR LEGAL GUARDIAN. IN THE EVENT OF AN ACCIDENT TO ONE OF THE CHILDREN, THE ADULT SPONSORS HAVE PROOF OF PARENTAL CONSENT. THE CHILD'S SAFETY IS THE RESPONSIBILITY OF THE CHILD CARE WORKER.)

(NOTE: This slip is one that could be signed once a year for all tours during the year.)

Parent's Permission
For Study Tour

My child ______________________________, has my permission to participate in the
(child's name)
following classroom study tours.

Date of tour ____________________________ Destination ______________________

Time of departure ____

Time of return ____

Event ____

____

I understand that all normal safety measures will be taken and that the same general supervision that is given at school will be provided.

____
Parent's or guardian's signature

ASSIGNMENT SHEET #3

PART III--Checklist for study tour

To ensure the success of your study tour, use the following as a checklist.

		YES	NO
A.	Have arrangements been made to get children home if tour lasts longer than the usual school day?	_____	_____
B.	Have you instructed children about their conduct?	_____	_____
C.	Do the children have proper means of identification, such as badges, ribbons, or identification cards?	_____	_____
D.	Do you have enough adults for the number of children going on the study tour?	_____	_____
E.	Have you double-checked permission slips to be sure each child has one on file?	_____	_____
F.	Did you tell children what to do if they get lost?	_____	_____
G.	Did you inform children to dress properly?	_____	_____
H.	Did you make special provisions for handicapped children?	_____	_____

ENRICHMENT
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

ENRICHMENT
UNIT IV

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with enrichment to their correct definitions. Write the correct numbers in the blanks.

_____a. Means of keeping a person free from harm or risk

_____b. Giving greater value to something by supplementing it

_____c. Excursion coordinated with the center and the community; aids children's learning about the world

_____d. Total surroundings in which we live, all people and all things

_____e. Experiences in the home and community that shape personality and attitude

_____f. Period in which a person goes from one activity to another

1. Transition time
2. Environment
3. Study tour
4. Environmental influences
5. Enrichment
6. Safety

2. List four examples of each type of study tour.

a. Animals--

1) ____

2) ____

3) ____

4) ____

b. People and places--

1) ____

2) ____

3) ____

4) ____

TEST

c. Places where things grow--

1) ____________________

2) ____________________

3) ____________________

4) ____________________

d. Transportation and machines--

1) ____________________

2) ____________________

3) ____________________

4) ____________________

3. State three enrichment values of television.

a. ____________________

b. ____________________

c. ____________________

4. Select from the following list facts associated with abuse of television. Mark each correct answer with an "X."

_____a. Poor selection of programs

_____b. Infrequent use of television

_____c. Overuse

_____d. Development of a large vocabulary

_____e. Failure of child care worker to adequately motivate children for program

_____f. Use of programs merely to entertain children

_____g. Poor timing

TEST

5. State four "do's" associated with the use of television.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

6. Distinguish between advantages and disadvantages of commercial materials in a child care center. Write an "A" before advantages and a "D" before disadvantages in the blanks.

______ a. Children can work independently or in small groups

______ b. Each child can progress at his or her own pace

______ c. Presentation is usually rigid and sequential

______ d. Teacher can be more flexible, more responsive, and more creative

______ e. Interaction is decreased between the child and other children and between child and teacher

______ f. Materials may be expensive

______ g. Materials are impersonal

______ h. Children can become involved in each activity for its own sake

7. State one factor to consider in the selection of resource people.

____

____

____

8. Arrange in order guidelines for inviting a resource person. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______ a. Contact person

______ b. Write speaker a thank-you note

______ c. Prepare children for speaker

______ d. Get permission from supervisor

______ e. Decide on topic

______ f. Evaluate reasons for inviting person

______ g. Plan activity that will relax rather than stimulate children just before speaker arrives

TEST

9. Arrange in order guidelines for planning a study tour. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. Evaluate reasons for taking study tour

______b. Make transportation arrangements

______c. Have parents sign permission slips

______d. After tour, write thank-you notes

______e. Contact person

______f. Decide on location

______g. Assign children to adults

______h. Prepare children for tour

______i. Get supervisor's permission

10. Select from the following list factors to consider when transporting children. Mark each correct answer with an "X."

______a. If private car is used, owner should have liability insurance

______b. Take spur of the moment tours

______c. Two adults should be in car, with one in back seat

______d. To make tour worthwhile, stay all day

______e. With 3-year-olds, one adult is needed for each two children

______f. With 4- or 5-year-olds, one adult is needed for every five or six children

(NOTE: Test questions 11-13 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Evaluate television programs.

12. Plan for a resource person.

13. Plan a study tour.

ENRICHMENT
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of teaching/learning process. The point total is 200.)

1. (12 points)

   a. 6
   b. 5
   c. 3
   d. 2
   e. 4
   f. 1

2. (32 points)

   Answer should include any four of the following for each type

   a. Animals

      1) County fair
      2) Farm
      3) Dairy farm
      4) Duck pond
      5) Zoo
      6) Hatchery
      7) Wildlife exhibits
      8) Bird sanctuary
      9) Aquarium
      10) Museum

   b. People and places

      1) Bakery
      2) Museum
      3) School
      4) Potter's studio
      5) Print shop
      6) Fire station
      7) Home of foreign student or family
      8) Garage mechanic
      9) Home economics classroom
      10) Ice skating rink
      11) Police officer
      12) Swimming pool
      13) Television station

ANSWERS TO TEST

c. Places where things grow

  1) Botanical gardens
  2) Tree farm or nursery
  3) Flower garden
  4) Nature walk
  5) Orchard
  6) Park
  7) Woods

d. Transportation and machines

  1) Airport
  2) Train ride
  3) Train station
  4) Train exhibit
  5) Construction equipment
  6) Street repair equipment
  7) Farm machinery show
  8) Elevator
  9) Escalator
  10) Car dealer's showroom
  11) Bus ride
  12) Museum

3. (6 points)

Answer should include any three of the following

a. Helps develop a larger vocabulary
b. Provides a wider frame of reference
c. Provides a larger store of general information
d. Provides a springboard for other learning activities

4. (14 points)

a, c, e, f, g

5. (8 points)

Answer should include any four of the following

a. Place television in front of a wall with window to avoid glare
b. Seat children in front of receiver in a triangular pattern
c. Mount set so each child can see screen
d. Arrange seating well in advance of the lesson
e. Prepare children for the television lesson beforehand; review them afterwards

ANSWERS TO TEST

6. (16 points)

   a. A
   b. A
   c. D
   d. A
   e. D
   f. D
   g. D
   h. A

7. (3 points)

   Answer should include any one of the following

   a. Resource people should be able to increase the child's knowledge of people, places, and events

   b. Resource people should be knowledgeable and interesting and should be able to relate to children

8. (14 points)

   a. 4
   b. 7
   c. 5
   d. 3
   e. 2
   f. 1
   g. 6

9. (18 points)

   a. 1
   b. 6
   c. 5
   d. 9
   e. 4
   f. 2
   g. 7
   h. 8
   i. 3

10. (12 points)

    a, c, e, f

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (20 points)

13. Evaluated to the satisfaction of the instructor (25 points)

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to plan activities which will promote good parent/teacher and community relations. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

1. Match terms associated with parent/teacher and community relations to their correct definitions.
2. State purposes of parental involvement.
3. State methods for conducting an effective meeting.
4. Discuss methods of getting parents involved in child care activities.
5. Select from a list ways to build community relations.
6. Arrange in order steps in setting up a parent conference.
7. Arrange in order steps for involving the absent parent.
8. Select from a list ways to handle a defensive parent.
9. Arrange in order steps in utilizing the services of volunteers.
10. Distinguish between responsibilities of the child care center and responsibilities of the parents.
11. Make a home visit.
12. Make a bulletin board.
13. Respond to a parent's complaint.
14. Record ways to use a volunteer.
15. Conduct a parent conference.

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

      1. Filmstrip teaching kits

         a. *Story of the Child Welfare Agency*. Color 35mm filmstrip and audio cassette, nine minutes, McKnight Publishing Company, 1974. Available from McKnight Publishing Company, Bloomington, Illinois 61701.

         b. *Cooperation Among Staff, Family, and Community*. Set of five color 35mm filmstrips and audio cassettes, 10 minutes, Parents' Magazine, 1978. Available from Parents' Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

      2. Book--*Parent Teacher Community Relations*. Oklahoma Child Development Associate Curriculum, by Susan Catlett Loveless. This 1981 book is available from Oscar Rose Junior College, 6420 Southeast Fifteenth Street, Midwest City, Oklahoma 73110.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Invite a person from Head Start to speak to students on how to recruit and use volunteers.

   H. Review *Robert's Rules of Order* for objective three.

   I. Encourage students to volunteer to work for child care programs if no paid positions are available. Emphasize that this may lead to a job.

   J. Encourage students to get involved in the community by giving civic club talks, writing newspaper articles, or doing service projects. Emphasize to students that this is a good time to start becoming community-minded.

   K. Give test.

   L. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
  - 1. Assignment Sheet #1--Make a Home Visit
  - 2. Assignment Sheet #2--Make a Bulletin Board
  - 3. Assignment Sheet #3--Respond to a Parent's Complaint
  - 4. Assignment Sheet #4--Record Ways to Use a Volunteer
  - 5. Assignment Sheet #5--Conduct a Parent Conference
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

A. Cherry, Clare. *Nursery School Bulletin Boards: Extending the Learning Environment*. Belmont, California: Fearson Publishers, Lear Siegler, Inc., 1973.

B. Cherry, Clare; Harkness, Barbara, and Kuzma, Kay. *Nursery School and Day Care Center Management Guide*. Belmont, California: Fearson-Pitman Publishers, Inc., 1978.

C. *Child and Family Development Study Guide*. n.a. Stillwater: Oklahoma State University, Department of Family Relations and Child Development, Division of Home Economics, 1978.

D. Loveless, Susan Catlett. *Parent Teacher Community Relations*. Midwest City, Oklahoma: Child Development Associate Curriculum, Oscar Rose Junior College, 1981.

E. Stratton, Betty. *Orientation to Child Care*, 3rd ed. Stillwater: Oklahoma State University, Training for Child Care Careers, 1981.

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #3)

   A. Parent--Anyone who serves in the role of mother and/or father

   B. Parent involvement--Participation in center activities by the child's mother or father, or by both

   C. Advisory group--Consists of persons who are asked to make recommendations about center programs and policies

   D. Orientation meeting--Helps parents understand center policies, programs, and staff

   E. Parent-staff conference--Meetings requested to handle individual concerns or problems as they arise (Assignment Sheet #3)

   (NOTE: More parents may be encouraged to attend conferences if meeting times are posted in a conspicuous place where parents can sign up, or are announced in a newsletter.)

   F. Parent-parent contact--Helps mothers and fathers of children get acquainted; encourages involvement

   G. Volunteer--Person who enters into any unpaid service of his or her own free will

   H. Guardian--Person legally placed in charge of a minor child or of someone incapable of managing his or her own affairs

II. Purposes of parental involvement

   A. To increase understanding and cooperation between homes and center

   B. To provide background and information about the child's developmental history

   C. To provide parents with child-rearing techniques

   D. To build communication between center and community

   E. To increase teacher sensitivity of cultural groups in the community

   F. To decrease conflict between center and parents

III. Methods for conducting an effective meeting

   A. Show enthusiasm and genuine interest

   B. Start meeting on time

INFORMATION SHEET

C. Provide a comfortable environment

D. Provide child care, if possible

E. Have a well-planned agenda

F. Use a variety of techniques for discussion

G. Serve refreshments

H. Encourage participation by all in attendance

I. Discourage domination of the meeting by one person

J. Provide, if possible, something for the parent to take home

EXAMPLES: Recipes with which the children could help, printed information on child care

IV. Methods of getting parents involved in child care activities (Assignment Sheet #1)

A. Parent education meeting

1. Assess parent education needs and contact community resources

(NOTE: This can be done in a survey, parent feed-back session, or from observing parent with child.)

2. Determine topic

3. Determine time and date

4. Publicize meeting

B. Parent club

1. Obtain permission of supervisor or supervising agency

2. Determine parent interest

(NOTE: Parent interest may be determined by letter or by personal contact.)

3. Organize committee of interested parents for leadership

4. Identify purposes of club

(NOTE: If parents plan their own program, they are more likely to become actively involved.)

INFORMATION SHEET

C. Home visit (Assignment Sheet #1)

  1. Make arrangements with parents
  2. Make visit before child's enrollment, if possible
  3. Keep visit relaxed and short

D. Open house

  1. Get parents involved in planning
  2. Announce time, date, and location in newspapers and on the radio
  3. Send notes home with children with time, date, and location
  4. Display children's work for parents

     (NOTE: This is why the parents come to the open house--to see their child's work and to hear about their child.)

  5. Greet parents at door

     (NOTE: It is important that the child care worker visit with each parent.)

  6. Serve refreshments

V. Ways to build community relations (Assignment Sheet #2)

A. Newsletter

B. Radio announcement

C. Display

EXAMPLES: Art projects in a library

D. Community project

EXAMPLES: Parade floats, trash pick-up, holiday programs for rest homes

E. Civic club presentation

EXAMPLES: Slide presentation on safety tips, program on homemade toys

F. Bulletin boards

G. Telephone conversation

INFORMATION SHEET

VI. Steps in setting up a parent conference (Assignment Sheet #5)

A. Get permission

(NOTE: In some child care centers, the directors may or may not work with the children. Conferences may be routinely held or held at the request of the parents.)

B. Set meeting time

C. Prepare for the conference (Assignment Sheet #5)

D. Start with a positive note

(NOTE: Don't alarm parents, but make problems known if they exist. Be sure parents realize that it is the child's behavior you disapprove of, not the child. Avoid making parents feel the child's problem is the parents' fault.)

E. Help parents bring up concerns

EXAMPLE: "What does Charlie tell you about school?"

F. Help parents find a solution

(NOTE: Be careful about giving advice; say "I can tell you what some parents have found helpful.")

G. End conference with a positive note

VII. Steps for involving the absent parent (Assignment Sheets #3 and #4)

A. Determine reasons parent is absent

B. Contact parent three or four times if necessary

(NOTE: Be helpful and understanding.)

C. Use parent-parent contacts

D. Tape record a meeting and make arrangements for absent parent to listen to tape

(NOTE: Some parents are not interested in being involved. This could be the result of personal problems and pressures which require all their energy, leaving none for outside interests.)

VIII. Ways to handle a defensive parent (Assignment Sheet #3)

A. Talk to parent in private; be positive

EXAMPLE: If angry parent approaches, get him or her to talk to you in a private area

INFORMATION SHEET

B. Use "I" when stating the problem, not "you"

(NOTE: If you know what the problem is, state it and keep the discussion on that problem. Do not bring in personalities or previous hassles.)

C. Give parent opportunity to respond; listen carefully

(NOTE: Many times parents just need a chance to air their feelings.)

D. Repeat what you think the parent is trying to say

EXAMPLE: "You seem to be saying that Rebecca cries a lot because the staff does not change her wet pants."

E. State changes that you think the parent wants made

EXAMPLE: "Are you saying that you pick up Rebecca often with a dirty diaper and you wish our staff would check her more often?"

F. State what will be done, and support your staff, if you are the director

EXAMPLE: "Would it be possible for you to bring a few extra diapers and changes of clothing? Our staff will try to check Rebecca more often."

G. Leave with a mutually agreed-upon solution to the problem

H. Express appreciation to parent

I. Invite parent to come back

IX. Steps in utilizing the services of volunteers

A. Make a plan to utilize volunteers

B. Determine a need for volunteers

C. Recruit volunteers

D. Orientate volunteers

(NOTE: Establish guidelines for volunteers to follow.)

E. Evaluate volunteers

(NOTE: Acknowledge and reward volunteers for work.)

F. Maintain volunteer records

INFORMATION SHEET

X. Responsibilities of the child care center and responsibilities of parents

  A. Responsibilities of the child care center

    1. To provide policy handbook
    2. To acquire license to operate
    3. To maintain safe and healthy environment
    4. To hire qualified personnel
    5. To provide sufficient space and equipment
    6. To provide opportunities for learning, rest periods, and nutritious meals
    7. To assist in coordinating home and school activities
    8. To maintain accurate records

  B. Responsibilities of parents

    1. To read and abide by center policies
    2. To participate in parent involvement meetings
    3. To provide extra clothing for child
    4. To notify center if child is going to miss a day
    5. To pay for child care on prearranged agreement
    6. To pick up child at agreed time
    7. To notify of change in address or phone number
    8. To notify of change in person to contact in case of an emergency
    9. To provide health information
    10. To provide financial information

        (NOTE: Some families may qualify for governmental support.)

    11. To keep informed about educational programs

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ASSIGNMENT SHEET #1--MAKE A HOME VISIT

NAME ______________________ SCORE ______________

Home visits are made so the child care worker can meet the needs of the child and of the parents.

Some important points to remember about home visits are listed below.

A. Make arrangements for visit with parents

B. Prepare questions to ask parents

C. Arrive at agreed time

D. Identify yourself immediately

E. Make parents aware that other home visits are being made

F. Start with positive comment about child

G. Do not intimidate

(NOTE: Approach parents in a professional, casual, and concerned manner.)

H. Do not overreact to unusual situations

I. Do not threaten parents by taking notes

J. Invite parents to visit the center

If possible, make a home visit to someone with a small child or someone that has a child in a child care center.

Use the checklist on the following page to evaluate your home visit.

ASSIGNMENT SHEET #1

ACTION	YES	NO	RESPONSE OF PARENT
Did you smile when greeting parents?			
Did you call parents by name?			
Did you use a cordial tone of voice?			
Did you make a positive comment about the child?			
Did you report information about the child that the parents should know?			
Did you listen with interest to parents' questions or suggestions?			
Did you make comments which required replies from parents?			
Did you make parents feel that you were there to help?			

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ASSIGNMENT SHEET #2--MAKE A BULLETIN BOARD

NAME________________________________ SCORE __________________________

Attractive, eye-catching bulletin boards can be very good ways to promote parent involvement. Place the bulletin board in an area where parents are sure to see it, such as by the entry door or by the sign-in sheet. Keep current and useful information on the bulletin board and change it often.

Following is a list of basic principles for planning a bulletin board.

A. Catchy title

EXAMPLE: LOOK, JUST FOR PARENTS

B. Attractive display of items--Mount articles and items on brightly colored paper

C. Artistic arrangement--Have items arranged attractively

PART I

In the following space, list items that you would put on a parents' bulletin board

EXAMPLE: Article from newspaper concerning children

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

ASSIGNMENT SHEET #2

PART II

In the space provided, sketch a plan for a bulletin board. Arrange and label the items; give your bulletin board a title.

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ASSIGNMENT SHEET #3--RESPOND TO A PARENT'S COMPLAINT

NAME ______________________ SCORE ____________

As a child care worker you will hear complaints directly from parents or indirectly from other people, regardless of how well you handle children and conduct the center program.

Respect the fact that in a parent's estimation, the most important person in the center is that parent's child. When a parent pays for services, he or she has a right to voice a complaint. The child care worker should understand the parent's feelings and not consider the parent a nuisance.

Following are some common complaints of parents. In the space provided, explain in exact words what you would say to parents in response to the following complaints.

COMPLAINT	WHAT WOULD YOU SAY?
"I think the teacher is too lenient with my child."	
"I think the playground equipment is too dangerous."	
"Someone bit my child."	
"Someone took my child's toy and broke it."	
"My child never gets to paint."	
"My child doesn't like nap time."	
"I think the teacher is too strict."	
"My child just won't eat vegetables, but he gets hungry."	
"I don't think the teacher likes my child."	
"My child never gets to be first."	

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ASSIGNMENT SHEET #4--RECORD WAYS TO USE A VOLUNTEER

NAME ______________________________ SCORE ____________________

Every program with children will at some time require resource people other than paid employees. The wise child care businessperson will recruit and use volunteer help. The wise child care student will take the opportunity to expand skills through volunteer work, which may lead to future employment.

Use the following chart and list five resource people in your area that could serve as volunteers. Give the service they would perform in your child care business.

	VOLUNTEER	SERVICE TO BE PERFORMED
A.	______________________________	______________________________
	______________________________	______________________________
	______________________________	______________________________
B.	______________________________	______________________________
	______________________________	______________________________
	______________________________	______________________________
C.	______________________________	______________________________
	______________________________	______________________________
	______________________________	______________________________
D.	______________________________	______________________________
	______________________________	______________________________
	______________________________	______________________________
E.	______________________________	______________________________
	______________________________	______________________________
	______________________________	______________________________

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ASSIGNMENT SHEET #5--CONDUCT A PARENT CONFERENCE

NAME ______________________________ SCORE ____________________

Parent conferences should be held for the benefit of the child. A parent conference can give both the parent and the teacher a chance to express ideas, feelings, and ways to help the child.

Using the sample conference as a guide, observe a child as much as possible during a two-week period. Record what you observed in the top part of the blank conference form under "Items to be Reported to the Parent." In the space under "Parent Comments," record what the parent said. Under the section of "Teacher's Summary," record your summary of the conference. What is observed about the child and the conference should be kept confidential.

(NOTE: This assignment sheet may be a role play activity between two students.)

ASSIGNMENT SHEET #5

SAMPLE PARENT/TEACHER CONFERENCE FORM

Name of Child ______________________________

Person Giving Conference ____________________ Date __________

Parent Present ____________________ Age of Child __________

Reason for Conference ______________________________

____

Items to be Reported to the Parent

Adjustment to School: Lisa was hesitant and withdrawn for the first few weeks. A real change appeared in her behavior after I made a home visit. She is now a little more confident. She knows what she would like to play with and goes directly to that item.
Motor Development: Uses her body well. She runs, jumps from a three foot-high box, walks on the six-foot balance beam, and has good control stopping and guiding the tricycle. She can copy a circle and square and can copy a cross three out of four times.
Social Development: She smiles, laughs, and talks to the adults in the classroom but she does not seem as confident in her relations to her peers. She plays well alone, but will stop playing when another child comes next to her. However, she enjoys watching them.
Intellectual Development: Speaks clearly, but still is substituting some letters, such as "th" for "s." She asks questions of adults and actively explores her environment when an adult is near. She recognizes numerals and can count to 10. She is working on the recognition and sounds of letters. When asked what a plumber did, she announced, "He picks plums."
Favorite Activities: Sandbox, and dolls.
Teacher's Goals for the Child: Help her feel more comfortable with other children by helping her find someone to be her special friend.

Parent Comments:

Mrs. Moore felt the observation of Lisa's development was similar to what she had observed at home. However, Lisa does play with another girl in the neighborhood without being hesitant, so Mrs. Moore was somewhat surprised that Lisa was still hesitant with others at school. She asked if there was any child Lisa seemed to have more contact with than others and she would invite the child home to play with Lisa. (I suggested Angie Hill.)

Teacher's Summary:

Mrs. Moore was very relaxed and pleasant. She appeared eager to learn about Lisa and help in any way she could. I assured her that Lisa's hesitancy in social situations was to be expected and that I would report back to her next month, after Angie had been invited to her home to play.

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ASSIGNMENT SHEET #5

PARENT/TEACHER CONFERENCE

Name of Child ____

Person Giving Conference ________________________ Date __________

Parent Present ________________________ Age of Child __________

Reason for Conference ____________________________________

____

Items to be Reported to the Parent

Adjustment to School:

Motor Development:

Social Development:

Intellectual Development:

Favorite Activities:

Teacher's Goals for the Child:

Parent Comments:

Teacher's Summary:

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PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with parent/teacher and community relations to their correct definitions. Write the correct numbers in the blanks.

_____a. Consists of persons who are asked to make recommendations about center programs and policies

_____b. Participation in center activities by the child's mother or father, or by both

_____c. Meetings requested to handle individual concerns or problems as they arise

_____d. Helps parents understand center policies, programs, and staff

_____e. Person who enters into any unpaid service of his or her own free will

_____f. Helps mothers and fathers of children get acquainted; encourages involvement

_____g. Anyone who serves in the role of mother and/or father

_____h. Person legally placed in charge of a minor child or of someone incapable of managing his or her own affairs

1. Orientation meeting
2. Parent-parent contact
3. Volunteer
4. Parent-staff conference
5. Advisory group
6. Parent involvement
7. Parent
8. Guardian

2. State four purposes of parental involvement.

a. ____

b. ____

c. ____

d. ____

3. State four methods for conducting an effective meeting.

a. ____

b. ____

c. ____

d. ____

TEST

4. Discuss methods of getting parents involved in child care activities.

   a. Parent education meeting--

   b. Parent club--

   c. Home visit--

   d. Open house--

TEST

5. Select from the following list ways to build community relations. Mark each correct answer with an "X."

_____a. Newsletter

_____b. Radio announcement

_____c. Display

_____d. Community project

_____e. Civic club presentation

_____f. Bulletin boards

_____g. Telephone conversation

6. Arrange in order steps in setting up a parent conference. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

_____a. End conference with a positive note

_____b. Prepare for the conference

_____c. Get permission

_____d. Help parents bring up concerns

_____e. Help parents find a solution

_____f. Set meeting time

_____g. Start with a positive note

7. Arrange in order steps for involving the absent parent. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

_____a. Contact parent three or four times if necessary

_____b. Tape record a meeting and make arrangements for absent parent to listen to tape

_____c. Use parent-parent contacts

_____d. Determine reasons parent is absent

8. Select from the following list ways to handle a defensive parent. Write an "X" in the blank before each correct answer.

_____a. Talk to parent in private; be positive

_____b. Make good excuses

_____c. Apologize for worker

TEST

______d. Use "I" when stating the problem, not "you"

______e. Give parent opportunity to respond; listen carefully

______f. Repeat what you think the parent is trying to say

______g. Out-talk the parent

______h. State changes that you think the parent wants made

______i. State what will be done, and support your staff, if you are the director

______j. Tell parent anything to calm him or her down

______k. Leave with a mutually agreed-upon solution to the problem

______l. Express appreciation to parent

______m. Invite parent to come back

9. Arrange in order steps in utilizing the services of volunteers. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. Maintain volunteer records

______b. Orientate volunteers

______c. Make a plan to utilize volunteers

______d. Recruit volunteers

______e. Evaluate volunteers

______f. Determine a need for volunteers

10. Distinguish between responsibilities of the child care center and responsibilities of the parents. Write a "P" for parents' responsibility and a "C" before center's responsibility in the blanks.

______a. To provide extra clothing for child

______b. To acquire license to operate

______c. To provide sufficient space and equipment

______d. To provide health information

______e. To notify of change in person to contact in case of an emergency

______f. To hire qualified personnel

______g. To pay for child care on prearranged agreement

TEST

______h. To provide policy handbook

______i. To keep informed about educational programs

______j. To maintain accurate records

______k. To provide opportunities for learning, rest periods, and nutritious meals

______l. To read and abide by center policies

(NOTE: Test questions 11-15 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Make a home visit.
12. Make a bulletin board.
13. Respond to a parent's complaint.
14. Record ways to use a volunteer.
15. Conduct a parent conference.

PARENT/TEACHER AND COMMUNITY RELATIONS
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (16 points)

    a. 5

    b. 6

    c. 4

    d. 1

    e. 3

    f. 2

    g. 7

    h. 8

2. (8 points)

    Answer should include any four of the following

    a. To increase understanding and cooperation between homes and center

    b. To provide background and information about the child's developmental history

    c. To provide parents with child-rearing techniques

    d. To build communication between center and community

    e. To increase teacher sensitivity of cultural groups in the community

    f. To decrease conflict between center and parents

3. (8 points)

    Answer should include any four of the following

    a. Show enthusiasm and genuine interest

    b. Start meeting on time

    c. Provide a comfortable environment

    d. Provide child care, if possible

    e. Have a well-planned agenda

    f. Use a variety of techniques for discussion

    g. Serve refreshments

ANSWERS TO TEST

h. Encourage participation by all in attendance

i. Discourage domination of the meeting by one person

j. Provide, if possible, something for the parent to take home

4. (20 points)

Discussion should include

a. Parent education meeting
  1) Assess parent education needs and contact community resources
  2) Determine topic
  3) Determine time and date
  4) Publicize meeting

b. Parent club
  1) Obtain permission of supervisor or supervising agency
  2) Determine parent interest
  3) Organize committee of interested parents for leadership
  4) Identify purposes of club

c. Home visit
  1) Make arrangements with parents
  2) Make visit before child's enrollment, if possible
  3) Keep visits relaxed and short

d. Open house
  1) Get parents involved in planning
  2) Announce time, date, and location in newspapers and on the radio
  3) Send notes home with children with time, date, and location
  4) Display children's work for parents
  5) Greet parents at door
  6) Serve refreshments

5. (14 points)

a, b, c, d, e, f, g

ANSWERS TO TEST

6. (14 points)

a. 7
b. 3
c. 1
d. 5
e. 6
f. 2
g. 4

7. (8 points)

a. 2
b. 4
c. 3
d. 1

8. (26 points)

a, d, e, f, h, i, k, l, m

9. (12 points)

a. 6
b. 4
c. 1
d. 3
e. 5
f. 2

10. (24 points)

a. P
b. C
c. C
d. P
e. P
f. C
g. P
h. C
i. P
j. C
k. C
l. P

11. Evaluated to the satisfaction of the instructor (10 points)
12. Evaluated to the satisfaction of the instructor (10 points)
13. Evaluated to the satisfaction of the instructor (10 points)
14. Evaluated to the satisfaction of the instructor (10 points)
15. Evaluated to the satisfaction of the instructor (10 points)

VALUE OF PLAY
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to discuss play needs of children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with value of play to their correct definitions.
2. Select from a list purposes of play.
3. Discuss types of development that play promotes.
4. Match stages of social play to their descriptions.
5. Complete a chart on play needs, characteristics of play, and materials for play.
6. Distinguish between developmental levels of play.
7. Match types of play to their descriptions.
8. Match types of observation techniques to their descriptions.
9. Select from a list accepted behavior for the child observer.
10. Select play activities and equipment to use for teaching concepts.
11. Evaluate play situations.
12. Select play activities to use to achieve learning.
13. Observe a child at play.

VALUE OF PLAY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order filmstrips planned to supplement unit.

      1. *Develop Creative Thoughts in Children.* Set of four color 35mm filmstrips and audio cassettes, 10 minutes, Parents' Magazine, 1977. Available from Parents' Magazine, 52 Vanderbilt Avenue, New York, New York 10017.

      2. *Work With Children, A Commitment To Caring.* Set of four color 35mm filmstrips and audio cassettes, Parents' Magazine, 1978. Available from Parents' Magazine, 52 Vanderbilt Avenue, New York, New York 10017.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Have students observe children of all age levels in play.

   H. Invite a resource person from a local hospital or guidance center to speak to students on play therapy.

   I. Have students respond to a statement made by a parent, such as "Don't the children ever learn anything? Don't they do anything except play?"

   J. Have students observe three child care situations if possible and evaluate the quality of play.

   K. Have students discuss their favorite play activity when they were younger, and how they think they learned from this activity.

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

   1. Assignment Sheet #1--Select Play Activities and Equipment to Use for Teaching Concepts

   2. Assignment Sheet #2--Evaluate Play Situations

   3. Assignment Sheet #3--Select Play Activities to Use to Achieve Learning

   4. Assignment Sheet #4--Observe a Child at Play

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980.

C. Conger, Flora Stabler, and Rose, Irene B. *Child Care Aide Skills.* St. Louis: Gregg Division/McGraw-Hill Book Company, 1979.

D. Draper, Mary Wanda, and Draper, Henry E. *Studying Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

E. Draper, Mary Wanda, and Draper, Henry E. *Caring For Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1969.

F. Hendrick, Joanne. *The Whole Child.* St. Louis: C. V. Mosby Co., 1980.

VALUE OF PLAY
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Attention span--Short concentration time; time spent with an activity

  B. Directed play--Period during which children are free to choose with guidance what they will do

  C. Concept--Idea, thought

  D. Intellectual development–Mental growth; how children use their minds

  E. Cognitive development--Gradual, orderly growth of a child's knowledge and thought processes

  F. Observation–Act or practice of noting and recording facts and events for a particular reason or for study

II. Purposes of play (Assignment Sheet #1)

  A. To foster physical development

  B. To foster intellectual development

  C. To enhance social development

  D. To develop creativity

III. Types of development that play promotes (Assignment Sheet #3)

  A. Physical development

    1. Develops motor skills and coordination

    2. Provides an outlet for excess energy

    3. Promotes physical fitness

  B. Emotional development

    1. Allows child to express feelings and needs

    2. Builds healthy self-concept

  C. Social development

    1. Encourages taking of turns

    2. Promotes a leader and/or follower

    3. Develops sensitivity for others

INFORMATION SHEET

4. Develops communication skills
5. Helps child understand roles
6. Promotes sharing

D. Intellectual/cognitive development

1. Promotes sensory development
2. Leads to discovery, reasoning, and thought
3. Aids in problem solving
4. Encourages use of language as a communication tool

IV. Stages of social play

(NOTE: These are sequential but are often overlapping.)

A. Onlooker--Child does not engage in play activities; but only observes

B. Solitary--Child engages in enjoyable activities alone

C. Parallel--Children engage in enjoyable activity side by side or in separate activities, although they are physically close

D. Cooperative--Children play together and assume assigned roles

E. Associative--All children are doing the same thing separately, with little interaction

INFORMATION SHEET

V. Play needs, characteristics of play, and materials for play (Assignment Sheet #2)

AGE	PLAY NEEDS	CHARACTERISTICS OF PLAY	MATERIALS FOR PLAY
Birth to three months	Things to watch; things to hear; things to feel; to be talked to	Exercises through play; pays attention to voices	Mobiles; music box; crib jingles
Four to six months	Things to grasp, manipulate, shake, suck, or chew for mental and motor development; things small enough to be grasped easily, but too large to be swallowed	Plays with hands; favorite activity may still be looking; kicks vigorously; turns head actively from side to side; rolls to one side	Rattles; sock puppet; bean bag toys, squeaker toys
Seven to nine months	Items to pound, bang, throw, and shake; items for pulling up	Plays with feet as well as hands; likes to handle different things to see what they feel like and what they will do; brings almost anything to mouth; likes to bite things; loves to vocalize to self	Balls; push toys; blocks; metal or plastic cups
10 to 12 months	Items to creep after; manipulative toys	One of child's most exciting activities is moving body; can handle objects in enough different ways to make toy lots of fun; likes to play with things and with people; likes to investigate	Push toys; squeak book; shapes game
Toddler	Investigation and manipulation toy; equipment for development of large body muscles; guidance in learning to share; plenty of room in which to play	Plays best with one child rather than a group; likes to be with other children but would rather have own toys; enjoys large amount of space and freedom to play; muscles do not work too well, but likes to run, climb, and walk	Cloth book; large crayons and paper; shape sorter; small climber; slide; pull toys; large balls

INFORMATION SHEET

AGE	PLAY NEEDS	CHARACTERISTICS OF PLAY	MATERIALS FOR PLAY
Pre-school	Playmates; responsibilities; guidance in acquiring inner control; guidance in accepting one's own sex	Enjoys special events such as holidays and birthdays; enjoys being with other children while playing, but tires after about 20 minutes; has greater muscle development and control over body	Art equipment; books; games; tricycles; swings; barrels
School-aged	Coordination and control of fine muscles; guidance in understanding acceptable behavior; guidance in understanding behavior of others; enough time for play	Enjoys playing with others; learns to share toys with others; likes to play in dirt and sandboxes; enjoys running, jumping, and skipping	Games; building blocks; books with humor; bicycles; outside games; climber

INFORMATION SHEET

VI. Developmental levels of play

A. Functional--Simple, repetitive sensorimotor activities, such as playing with toes

B. Constructive--Creative use of play materials which may or may not contain a theme

C. Dramatic--Activities which contribute to the learning capacity of the child by stimulating the imagination

VII. Types of play

A. Active--Play in which much activity is going on, such as climbing, walking about, opening and shutting of doors, painting, and running

B. Imitative--Play in which children try to look like adults by dressing up in adult clothes, by wearing beads and hats, and by playing the roles of father or mother

C. Imaginative--Play in which children pretend to be doing things and become very involved, but can distinguish the real from the unreal

D. Repetitive--Play in which children practice the life they see in the social world about them, such as playing house over and over again

E. Thematic--Type of play which varies from child to child and reflects individual concerns and interests

VIII. Types of observation techniques (Assignment Sheet #4)

A. Anecdotal record--Written account or word picture of one episode in the child's life

B. Diary-type record--May be used for detailed description of one child; may be written in simple phrases or sentences

C. Time sample–Generally used on a daily basis; the time for observation is short

D. Controlled--Observer's attention is directed to a specific action; scale or checklist may be used

IX. Accepted behavior for the child observer (Assignment Sheet #4)

(NOTE: One could use observation booth, if available.)

A. Observer should not talk during the observation

B. Observations should be made only when scheduled

C. Observer should leave unnecessary items outside of observation area

EXAMPLES: Book; purse

INFORMATION SHEET

D. Observer should enter and exit through proper doors

E. Observer should close doors and gates unless requested to leave them open

F. Observations should be made sitting down, if possible

G. Observations should be made from an area that will not interfere with activities

H. Observer should watch by him- or herself

(NOTE: A group of observers would draw attention and the children might not act as they normally would.)

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #1--SELECT PLAY ACTIVITIES AND EQUIPMENT TO USE FOR TEACHING CONCEPTS

NAME ______________________________ SCORE ______________

Children learn by doing things. Each new day and each new experience children have helps them to master the task of growing up. As a child care worker, it is your responsibility to plan meaningful activities so the children can learn as they play and have fun.

Read through the activities and learning column provided. Using additional reference books, match activities to the learning that would take place. The number of blanks beside the activity is the number of learnings to match with that activity.

ACTIVITY AND EQUIPMENT

A. Building with blocks ___ ___ ___

B. A trip to the park in the spring, summer, fall, and winter ___ ___

C. Helping to set the table for lunch ___ ___

D. Making cookies ___ ___

E. Listening to a story ___ ___

F. Running on the playground ___

G. Painting a picture ___ ___

H. Blowing a pinwheel ___

I. Playing with objects at a water table ___ ___

J. Dramatic play ___ ___ ___

K. Taking care of plants ___ ___

L. Talking about something brought from home ___

M. Sorting blocks by shape ___

N. Helping to clean up ___ ___

O. Selecting an activity ___ ___

LEARNING

1. Heat can change things
2. Developing large muscles
3. Some things float, others do not float
4. Learning to balance objects
5. Improving verbal communications
6. Expressing visual ideas
7. Most growing things need light and water
8. Becoming aware of seasonal changes
9. Developing the imagination
10. Developing independence
11. Counting objects
12. Air can move objects
13. Developing an interest in reading
14. Understanding the concept of same and different
15. Cooperation

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VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #2--EVALUATE PLAY SITUATIONS

NAME ______________________________ SCORE ______________

Other than sleeping, play takes more of a child's time than any other activity. Play should be meaningful and not used only to keep a child busy. The child caregiver should provide the guidance and materials needed to help children make the most of playtime.

Evaluate the following situations by completing the following chart.

A. Bud and Nancy, both four, were playing in Bud's home. Bud had all of his toys in a box. He took out small cars with the wheels off and tried to put the wheels back on. Nancy had a truck which could be wound up so it would run across the floor. She succeeded in making it go. It whizzed along toward Bud, and Bud stopped his wheel-fixing and sent it back. They pushed other toys back and forth at each other. Soon they stopped and asked Bud's father for something to eat. He gave them orange juice and suggested they go back to play. Bud said, "We don't have anything to do." Then his father suggested that they go out to the backyard to play. Bud and Nancy went out, chased each other around, and came back begging for something to eat again.

B. Edie and Brandon, both six, were playing in Edie's playhouse. They were stacking dress up clothes in a pile and jumping on them. Edie's mother came by and said, "Remember the style show that we went to the other day? Why don't you all have a style show?" Soon the clothes were up on a rack and the children took turns being the narrator and modelling. Edie's mother came in and called the children for lunch. "We can't come now," said Edie. "The style show is not over yet."

	SITUATION A	SITUATION B
Evaluate the play materials		
Evaluate the reasons for absorption in play		
Evaluate the learning		
What developmental levels of play were going on?		
What types of play were going on?		
What stages of social play were going on?		

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #3--SELECT PLAY ACTIVITIES TO USE TO ACHIEVE LEARNING

NAME ______________________________ SCORE ______________

Each learning activity that a child care worker presents to children should be planned to get a certain concept across to them.

Read the following activity or equipment list and concept list. Using additional reference books, write the activities or equipment on the following page that could be used in order to get each concept across to children.

ACTIVITY OR EQUIPMENT

Seesaw
Woodworking
Dancing
Running
Jump rope
Running games
Slide
Swing

Tire
Jungle gym
Circle game
Sewing
Open barrel
Throwing or bouncing a ball
Riding a tricycle
Walking

Hopscotch
Skipping
Crawling into cartons
Stringing beads
Putting a puzzle together
Building blocks

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ASSIGNMENT SHEET #3

CONCEPT

UP AND DOWN

A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
F. ____________________
G. ____________________

THROUGH

A. ____________________
B. ____________________
C. ____________________
D. ____________________

IN AND OUT

A. ____________________
B. ____________________
C. ____________________

ROUND

A. ____________________
B. ____________________

FAST AND SLOW

A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
F. ____________________

SAME AND DIFFERENT

A. ____________________
B. ____________________

HERE AND THERE

A. ____________________
B. ____________________
C. ____________________

BIG AND LITTLE

A. ____________________
B. ____________________
C. ____________________

VALUE OF PLAY
UNIT I

ASSIGNMENT SHEET #4--OBSERVE A CHILD AT PLAY

NAME ______________________ SCORE __________

For children, play is work as well as pleasure. Through play, children learn much that helps them master developmental tasks and skills. Playtime is not aimless or wasted, but is an important influence on the child's intellectual development.

Using the following guide, observe a child at play in a child care center, nursery school, or wherever you find children at play. You may wish to submit to the class a report of your observations, including a snapshot of the child. Observations should be kept confidential.

(NOTE: The following observation guide may be altered to fit individual teacher and/or student needs and circumstances.)

SUGGESTED GUIDE FOR OBSERVING A CHILD BETWEEN TWO AND SIX

First name of child ____________________

Age __________

Sex __________

A. Describe the setting in which the child is playing--

(NOTE: Is the child at home, on the street, in the park, at a recreation center?)

____

____

____

B. What was the child doing? ______________________________

____

____

C. List play materials the child was using-- ______________________________

____

D. How was the child using the play materials? ______________________________

____

ASSIGNMENT SHEET #4

E. Record what child was saying

(NOTE: Try to discover child's ideas by listening; do not ask child questions.)

F. Is child talking in simple words or in long sentences? ____________________

G. If child is playing with other children, what role is child taking? Leader or follower, or both? ____________________

H. Does child share, or is child not yet ready to share? ____________________ What did you base your answer on? ____________________

I. Does child take turns? ____________________ What did you base your answer on? ____________________

J. Does child seem to like to play with other children? ____________________ What did you base your answer on? ____________________

K. Do other children seem to like to play with the child being observed? ____________________ What did you base your answer on? ____________________

ASSIGNMENT SHEET #4

L. What were the relationships of the child to the adults who cared for him or her?

____

What did you base your answer on? ______________________________

____

M. Was child resistant to authority? ____________________ What did you base your answer on? ______________________________

____

N. Was child affectionate? ____________________ What did you base your answer on? ______________________________

____

O. Was child cooperative and responsible? ____________________ What did you base your answer on? ______________________________

____

P. Was child dependent on adult help and ideas? ____________________ What did you base your answer on? ______________________________

____

Q. What evidence did you see that the parents or caregiver gave worthwhile experiences to the child, such as the opportunity to participate in home activities, to care for pets, or to go on study tours? ______________________________

____

____

VALUE OF PLAY
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. 4, 6, 9
b. 6, 8
c. 10, 11, 15
d. 1, 10, 15
e. 10, 13
f. 2
g. 6, 9
h. 12
i. 3, 9
j. 5, 9, 15
k. 7, 10
l. 5
m. 14
n. 10, 15
o. 5, 10

Assignment Sheet #2

	SITUATION A	SITUATION B
Evaluate the play materials	Play materials provided little opportunity for using imagination	Proper play materials to use imagination
Evaluate the reasons for absorption in play	Play materials did little to hold children's attention	Children absorbed in play materials; held their attention
Evaluate the learning	Children learned very little because they were bored	Children were learning because they were working hard to present style show
What developmental levels of play were going on?	Constructive	Dramatic
What types of play were going on?	Imaginative; active; repetitive	Imaginative; active; repetitive; imitative
What stages of social play were going on?	Cooperative	Cooperative

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

UP AND DOWN

A. Seesaw

B. Slide

C. Swing

D. Jungle gym

E. Jump rope

F. Throwing or bouncing a ball

G. Hopscotch

ROUND

A. Circle game

B. Tire

FAST AND SLOW

A. Running

B. Jump rope

C. Riding a tricycle

D. Skipping

E. Dancing

F. Walking

BIG AND LITTLE

A. Putting a puzzle together

B. Building blocks

C. Woodworking

THROUGH

A. Tire

B. Open barrel

C. Sewing

D. Stringing beads

IN AND OUT

A. Crawling into cartons

B. Sewing

C. Woodworking

HERE AND THERE

A. Running

B. Throwing or bouncing a ball

C. Running games

SAME AND DIFFERENT

A. Putting a puzzle together

B. Building blocks

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

VALUE OF PLAY
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with value of play to their correct definitions. Write the correct numbers in the blanks.

_____a. Idea, thought

_____b. Short concentration time; time spent with an activity

_____c. Period during which children are free to choose with guidance what they will do

_____d. Mental growth; how children use their minds

_____e. Gradual, orderly growth of a child's knowledge and thought processes

_____f. Act or practice of noting and recording facts and events for a particular reason or for study

1. Attention span
2. Intellectual development
3. Directed play
4. Concept
5. Observation
6. Cognitive development

2. Select from the following list purposes of play. Mark each correct answer with an "X."

_____a. To foster physical development

_____b. To win

_____c. To foster intellectual development

_____d. To enhance social development

_____e. To develop creativity

3. Discuss types of development that play promotes.

a. Physical development–______________________________

____

____

____

____

TEST

b. Emotional development--________________________________

____

____

____

____

c. Social development--________________________________

____

____

____

____

____

____

____

____

d. Intellectual/cognitive development-________________________

____

____

____

____

4. Match stages of social play to their descriptions. Write the correct numbers in the blanks.

_____a. Children play together and assume assigned roles

_____b. All children are doing the same thing separately, with little interaction

_____c. Child does not engage in play activities; but only observes

_____d. Child engages in enjoyable activities alone

_____e. Children engage in enjoyable activity side by side or in separate activities, although they are physically close

1. Onlooker
2. Solitary
3. Parallel
4. Cooperative
5. Associative

TEST

5. Complete the following chart on play needs, characteristics of play, and materials for play. Write one answer for each category in the blanks.

AGE	PLAY NEEDS	CHARACTERISTICS OF PLAY	MATERIALS FOR PLAY
Birth to three months	a. ______	Exercises through play; pays attention to voices	Mobiles; music box; crib jingles
Four to six months	b. ______	Plays with hands; favorite activity may still be looking; kicks vigorously; turns head actively from side to side; rolls to one side	Rattles; sock puppet; bean bag toys, squeaker toys
Seven to nine months	c. ______	Plays with feet as well as hands; likes to handle different things to see what they feel like and what they will do; brings almost anything to mouth; likes to bite things; loves to vocalize to self	Balls; push toys; blocks; metal or plastic cups
10 to 12 months	d. ______	One of child's most exciting activities is moving body; can handle objects in enough different ways to make toy lots of fun; likes to play with things and with people; likes to investigate	Push toys; squeak book; shapes game
Toddler	e. ______	Plays best with one child rather than a group; likes to be with other children but would rather have own toys; enjoys large amount of space and freedom to play; muscles do not work too well, but likes to run, climb, and walk	Cloth book; large crayons and paper; shape sorter; small climber; slide; pull toys; large balls

TEST

AGE	PLAY NEEDS	CHARACTERISTICS OF PLAY	MATERIALS FOR PLAY
Pre-school	f. ________	Enjoys special events such as holidays and birthdays; enjoys being with other children while playing, but tires after about 20 minutes; has greater muscle development and control over body	Art equipment; books; games; tricycles; swings; barrels
School-aged	g. ________	Enjoys playing with others; learns to share toys with others; likes to play in dirt and sandboxes; enjoys running, jumping, and skipping	Games; building blocks; books with humor; bicycles; outside games; climber

TEST

6. Distinguish between developmental levels of play. Write a "D" before dramatic play, an "F" before functional play, and a "C" before constructive play, in the blanks.

_____a. Simple, repetitive sensorimotor activities, such as playing with toes

_____b. Activities which contribute to the learning capacity of the child by stimulating the imagination

_____c. Creative use of play materials which may or may not contain a theme

7. Match types of play to their descriptions. Write the correct numbers in the blanks.

_____a. Type of play which varies from child to child and reflects individual concerns and interests

_____b. Play in which much activity is going on, such as climbing, walking about, opening and shutting of doors, painting, and running

_____c. Play in which children practice the life they see in the social world about them, such as playing house over and over again

_____d. Play in which children try to look like adults by dressing up in adult clothes, by wearing beads and hats, and by playing the roles of father or mother

_____e. Play in which children pretend to be doing things and become very involved, but can distinguish the real from the unreal

1. Active
2. Imitative
3. Imaginative
4. Repetitive
5. Thematic

8. Match types of observation techniques to their descriptions. Write the correct numbers in the blanks.

_____a. Generally used on a daily basis; the time for observation is short

_____b. Observer's attention is directed to a specific action; scale or checklist may be used

_____c. May be used for detailed description of one child; may be written in simple phrases or sentences

_____d. Written account or word picture of one episode in the child's life

1. Time sample
2. Anecdotal record
3. Controlled
4. Diary-type record

TEST

9. Select from the following list accepted behavior for the child observer. Mark each correct answer with an "X."

_____a. Observer should not talk during the observation

_____b. Person observing should discuss observation with friends

_____c. Observations should be made only when scheduled

_____d. Observer should stand as much as possible

_____e. Observer should leave unnecessary items outside of observation area

_____f. Observer should enter and exit through proper doors

_____g. Observer should close doors and gates unless requested to leave them open

_____h. Observations should be made sitting down, if possible

_____i. Observations should be made from area that will not interfere with activities

_____j. Observer should watch by him- or herself

(NOTE: Test questions 10-13 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Select play activities and equipment to use for teaching concepts.

11. Evaluate play situations.

12. Select play activities to use to achieve learning.

13. Observe a child at play.

VALUE OF PLAY
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 150.)

1. (12 points)

a.	4	d.	2
b.	1	e.	6
c.	3	f.	5

2. (12 points)

   a, c, d, e

3. (8 points)

   Discussion should include the following

   a. Physical development
      1) Develops motor skills and coordination
      2) Provides an outlet for excess energy
      3) Promotes physical fitness

   b. Emotional development
      1) Allows child to express feelings and needs
      2) Builds healthy self-concept

   c. Social development
      1) Encourages taking of turns
      2) Promotes a leader and/or follower
      3) Develops sensitivity for others
      4) Develops communication skills
      5) Helps child understand roles
      6) Promotes sharing

ANSWERS TO TEST

d. Intellectual/cognitive development

  1) Promotes sensory development

  2) Leads to discovery, reasoning, and thought

  3) Aids in problem solving

  4) Encourages use of language as a communication tool

4. (10 points)

  a. 4

  b. 5

  c. 1

  d. 2

  e. 3

5. (14 points)

  Answer should include one from each category

  a. 1) Things to watch

    2) Things to hear

    3) Things to feel

    4) To be talked to

  b. 1) Things to grasp, manipulate, shake, suck, or chew for mental and motor development

    2) Things small enough to be grasped easily, but too large to be swallowed

  c. 1) Items to pound, bang, throw, and shake

    2) Items for pulling up

  d. 1) Items to creep after

    2) Manipulative toys

  e. 1) Investigation and manipulation toy

    2) Equipment for development of large body muscles

    3) Guidance in learning to share

    4) Plenty of room in which to play

ANSWERS TO TEST

f. 1) Playmates
   2) Responsibilities
   3) Guidance in acquiring inner control
   4) Guidance in accepting one's own sex

g. 1) Coordination and control of fine muscles
   2) Guidance in understanding acceptable behavior
   3) Guidance in understanding behavior of others
   4) Enough time for play

6. (6 points)
   a. F
   b. D
   c. C

7. (10 points)
   a. 5
   b. 1
   c. 4
   d. 2
   e. 3

8. (8 points)
   a. 1
   b. 3
   c. 4
   d. 2

9. (20 points)
   a, c, e, f, g, h, i, j

10. Evaluated to the satisfaction of the instructor (10 points)
11. Evaluated to the satisfaction of the instructor (15 points)
12. Evaluated to the satisfaction of the instructor (15 points)
13. Evaluated to the satisfaction of the instructor (10 points)

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to plan learning activities that develop creativity in children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with fostering creativity through play to the correct definitions.
2. State factors that promote creative play.
3. List materials that encourage creative play.
4. Select from a list responsibilities of parents and caregivers for fostering creativity in children.
5. Discuss facts about creative play.
6. Arrange in order steps caregivers should take to promote water play.
7. Select from a list suggestions for the use of clay or play dough.
8. State facts to consider when planning block play.
9. Select from a list factors for the caregiver to consider when using dramatic play.
10. Complete a chart on care and storage of creative playthings.
11. Distinguish between do's and don'ts for the child caregiver for creative play experiences.
12. Select items and sources for creative play equipment.
13. Construct a prop box.
14. Observe a child in dramatic play.
15. Demonstrate the ability to
    a. Prepare play dough.
    b. Construct a toy horse.
    c. Prepare finger paint.
    d. Make a finger puppet, a hand puppet, and a stick puppet.

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials planned to supplement unit.

1. Filmstrips

a. *Play and Self Expression.* Set of five color 35mm filmstrips and audio cassettes, 10 minutes, Parents' Magazine Films, Inc., 1975. Available from Parents' Magazine, 52 Vanderbilt Avenue, New York, New York 10017.

b. *Developing Creative Thoughts in Children.* Set of three color 35mm filmstrips and audio cassettes, 10 minutes, Parents' Magazine Films, Inc., 1977. Available from Parents' Magazine, 52 Vanderbilt Avenue, New York, New York 10017.

2. Films

a. *Dramatic Play: An Integrative Process for Learning.* Color, 32 minutes, Campus Publications, 1971. Available from Campus Film Productions, 20 East 46th Street, New York, New York 10017.

b. *Water Play for Teaching Young Children.* Color, 20 minutes, Vassar College, 1972. Available from Vassar College, Department of Psychology, Poughkeepsie, New York 12601.

B. Provide students with objective sheet.

C. Provide students with information, assignment, and job sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Demonstrate and discuss procedures outlined in job sheets.

G. Develop appropriate learning activities for special needs students.

H. For Assignment Sheet #1, help students make a list of items that could be obtained free that children could use for creative play.

I. Suggested activities for students to prepare for children to use in creative play:

1. Obtain styrofoam meat trays and allow children to sew various designs on the trays with a large blunt needle and brightly colored yarn.

SUGGESTED ACTIVITIES

2. Obtain hats worn in various occupations

   EXAMPLE: Firefighter's hat

3. Obtain large boxes from appliance or furniture stores.

   EXAMPLE: Refrigerator box

4. Place a sheet or blanket over a card table to make a tent or house to use in creative play activities.

5. Have students collect materials for children to make collages.

J. Have students interview a child care employee about how to get materials for creative play areas before doing Assignment Sheet #1.

K. Have students observe children in creative play situations.

   EXAMPLES: Dramatic play; painting

L. Have students make a recipe book of products such as play dough and finger paint.

M. Have students research storybooks and make a list of titles that would promote creative play in children. This might include a study tour to the local library.

N. Give test.

O. Reteach, if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Select Items and Sources For Creative Play Equipment

2. Assignment Sheet #2--Construct a Prop Box

3. Assignment Sheet #3--Observe a Child in Dramatic Play

E. Answers to assignment sheets

SUGGESTED ACTIVITIES

F. Job Sheets

1. Job Sheet #1--Prepare Play Dough
2. Job Sheet #2--Construct a Toy Horse
3. Job Sheet #3--Prepare Finger Paint
4. Job Sheet #4--Make a Finger Puppet, a Hand Puppet, and a Stick Puppet

G. Test

H. Answers to test

III. Unit references

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D. Draper, Mary Wanda, and Draper, Henry E. *Caring For Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

E. Flemming, Bonnie Mack; Hamilton, Darlene Softly, and Hicks, JoAnne Deal. *Resources for Creative Teaching in Early Childhood Education.* New York: Harcourt-Brace Jovanovich, Inc., 1977.

F. Hendrick, Joanne. *The Whole Child: New Trends in Early Education.* St. Louis: The C. V. Mosby Company, 1980.

G. Cunningham, Thomas S. *Let's Make Toy Horses.* Oklahoma State University, Cooperative Extension Fact Sheet FLA 2304. Stillwater, Oklahoma: 1975.

H. Loveless, Susan Catlett. *Child Development Associate: Creative Arts.* Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

I. Rose, Irene B., and White, Mary Elizabeth. *Child Care and Development Occupations: Competency Based Teaching Modules.* Atlanta: Atlanta Public Schools, 1974.

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FOSTERING CREATIVITY THROUGH PLAY
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Creativity--Originality in thought or action

   B. Manipulation--Feeling, handling, touching, moving, or examining with the hands

   C. Medium--Instrument or means by which something is expressed

   EXAMPLES: Some artistic media are clay, paint, and crayon

   D. Socio-dramatic play--Activities involving interaction with other children

   (NOTE: Socio-dramatic play usually lasts at least 15 minutes, and includes verbal communication and imaginative use of materials.)

   E. Dramatic play--Activities which contribute to the learning capacity of the child by stimulating the imagination

   (NOTE: Dramatic play is the primary way of fostering creativity through play.)

   F. Equality--State of being the same

   G. Seriation--Lining up objects in order according to size, weight, number, or shape

   H. Anxiety--Worry or uneasiness about what may happen

   I. Perceptual motor skills--Gradual, orderly growth of the child's ability to understand what he or she sees

II. Factors that promote creative play

   A. Child caregiver avoids dominating the play

   B. Child caregiver encourages children to produce ideas for creative play

   C. Child caregiver plays the role of assistant to the child

   D. Child caregiver provides proper equipment

   EXAMPLES: Boards; blocks; ladders; puzzles

   E. Child caregiver provides an attractive play area

INFORMATION SHEET

III. Materials that encourage creative play (Assignment Sheet #1)

  A. Dolls and doll corner accessories

  B. Blocks

  C. Transportation toys

  D. Sandbox and accessories

  E. Housekeeping corner and accessories

  F. Dress up clothes and suitcase

  G. Suitcase

  H. Toy animals

  I. Hats of all kinds

  J. Workbench and tools

  K. House care and repair tools

  L. Water play accessories

  M. Dowel rods for fishing poles or temporary flagpoles

  N. Old car body or rowboat

  O. Car seat and steering wheel

  P. Boxes and barrels of all sizes and shapes

  Q. Blankets, sheets, or large pieces of material

  R. Broomsticks for horses

  S. Mud and sand

  T. Play dough and clay

IV. Responsibilities of parents and caregivers for fostering creativity in children (Job Sheet #4)

  A. To encourage children to explore their own world

  B. To emphasize to children that imaginations are not realities

  C. Do not criticize children for creating things in their minds

  (NOTE: Emphasize to children the difference between real and imagined things.)

  D. To encourage children to stretch their imaginations

INFORMATION SHEET

V. Facts about creative play (Assignment Sheets #2 and #3; Job Sheets #1, #2, #3, and #4)

A. Dramatic

1. Encourages children to be social and imaginative
2. Usually involves more than one child
3. Develops language
4. Can be enhanced with costumes

B. Block

1. Can be used throughout elementary school
2. Provides opportunities for developing perceptual motor skills
3. Gives child a chance to achieve large effects quickly

   (NOTE: Children have an opportunity to expand their ego by building large structures.)

4. Allows child to see that operations are reversible

   EXAMPLE: Building that child constructed falls to the floor

C. Water

1. Relaxes and soothes children
2. Provides relief from pressure and tension
3. Encourages development of eye-hand coordination

   (NOTE: Pouring and measuring provides much practice for developing eye-hand coordination.)

4. Enhances children's intellectual concepts

D. Modelling materials

1. Allows for release of energy
2. Unburdens anxieties and fears
3. Encourages social interaction
4. Includes different types

   EXAMPLES: Plasticine; potter's or natural clay

INFORMATION SHEET

E. Paint

1. Is best when carried out in a relaxed atmosphere

2. Is best when child is not rushed

3. May encourage the child to talk about his or her artwork

    (NOTE: Do not ask child what he or she has painted.)

4. Is best when children do not have to stay within certain lines

    EXAMPLE: Coloring book

VI. Steps caregivers should take to promote water play

A. Decide what type of water to use

B. Assemble equipment

EXAMPLES: Soapy water; colored water; plastic aprons; deep container for water; sponges; towels; cups; bowls

C. Minimize the problem of getting wet

EXAMPLES: Roll sleeves up as far as possible; remove shoes

D. Set rules and guidelines for children before activity starts

E. Encourage children to help with cleanup

F. Change children's wet clothes if necessary

VII. Suggestions for the use of clay or play dough (Job Sheet #1)

(NOTE: Be sure child gets piece of clay approximately the size of a grapefruit.)

A. Select two colors that will blend together well

(NOTE: If more than one color is used, be prepared for them to be mixed together.)

B. Cover table with suitable material

EXAMPLES: Masonite squares; oilcloth

C. Encourage children to keep clay on the table

D. Avoid providing patterns or models

(NOTE: Children need to discover what they can do without patterns or models.)

INFORMATION SHEET

VIII. Facts to consider when planning block play

A. Blocks are well-sorted and neatly arranged

B. Accessories are included that relate to the topic being studied

(NOTE: If a study tour was taken to the fire station the day before give the children a fire engine to use during block play, but avoid too many accessories.)

C. Children are encouraged to use blocks in open area so that more children can have access to blocks

D. Children know that the block buildings belong to the children that built them

E. Attention is called to math concepts of equality and seriation relationships

F. Children are encouraged to help with cleanup

G. Blocks are stored on shelves so the children can see the size of the blocks

(NOTE: If block is turned with only the end portion showing, it is hard for the children to find the right block.)

IX. Factors for the caregiver to consider when using dramatic play

A. Children's interests

B. Materials arranged attractively

C. Suggestions to keep play going

D. Possibility of caregiver being too involved in the activity

(NOTE: This could cause the child to feel ill at ease. The caregiver should keep participation to a minimum.)

E. Area can be tidied occasionally without disturbing children

F. Children can be warned when end of playtime is near

G. Children are encouraged to put things away when play is over

H. Any articles that need mending or laundering are removed

INFORMATION SHEET

X. Care and storage of creative playthings

PROPS	CARE	STORAGE
Dress up clothes	Keep laundered and mended	Hang on hangers at child's level
Items for specific play themes	Keep clean and in good repair	Store in boxes of appropriate size if possible; put descriptive picture on outside of box
Finger and hand puppets	Keep clean and in good repair	Store in drawers, or in shoe boxes on shelves
Hats	Keep clean and in good repair; spray with a disinfectant	Store on shelves or in individual boxes
Housekeeping area accessories	Keep clean and in good repair and replace broken or missing parts	Set up in a clearly defined area
Blocks	Check regularly for splinters and rough spots; replace when necessary	Store in an area where they are easily put away by children
Clay and play dough	Check to see if clay is soft and clean; discard and replace when necessary	Store in tightly covered cans or plastic ice cream buckets
Woodworking area accessories	Supervise use of tools; check boards for splinters and hammers for loose heads or other broken parts	Store according to requirements of each tool or hang on brightly painted Peg-Board with shape of tool in contrasting color
Wheel toys	Check regularly for damage and lost or broken parts; repair or replace parts	Store in easily accessible places

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INFORMATION SHEET

XI. Do's and don'ts for the child caregiver for creative play experiences

A. Do's

1. Understand and respect different stages in child's art
2. Display child's work
3. Provide a variety of materials to use
4. Help parents understand child's creative artwork
5. Provide support and encouragement to child

B. Don'ts

1. Use patterns and models
2. Suggest a certain product
3. Require that certain themes be carried out
4. Ask child what he or she has drawn
5. Give outlines to fill in

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #1--SELECT ITEMS AND SOURCES FOR CREATIVE PLAY EQUIPMENT

NAME ______________________ SCORE ______________

Children need some equipment to enhance the quality of creative play. Most of this equipment can be collected for little or no charge from places in your community, such as garage sales, department stores, and restaurants.

(NOTE: This equipment is important, but care should be given not to provide too much.)

Complete the following chart by selecting additional items that could be used for each of the types of creative play, where in your community it could be found and whether or not it can be found free, or at a cost.

TYPE OF PLAY	ITEMS OR PROPS	WHERE ITEMS CAN BE FOUND	COST OR FREE
Dramatic			
Block			
Water			
Clay and play dough			
Painting			

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #2--CONSTRUCT A PROP BOX

NAME ______________________ SCORE ______________

By having certain props, a child can express him- or herself in an unlimited number of ways. These materials can be found easily and stored when they are in prop boxes.

The prop box should be of appropriate size, easy to carry, covered with durable paper, and clearly marked as to the specific occupation covered. The prop box can be added to the dramatic play area, wheeled toys area, block area, or it may have its own area.

Using the information given in this assignment sheet and references from your classroom, choose an occupation and construct a prop box.

PART I--SUGGESTED TOPICS AND PROPS

A. Automobile repairperson--Used (cleaned) auto parts, spark plugs, filters, carburetors, cable sets, gears, distributor, hammers, pliers, key carrier, keys, oil funnel, empty oil cans, hat, flashlight, wiring, auto supply catalogs, air pump, and windshield wipers

B. Plumber--Piping, all lengths, widths, and shapes for fitting together; spigots, plungers, tools, hose and nozzles, spade, old shirt and cap, hardware supply catalogs, and measuring devices

C. Nurse--Nurse's uniform, hats, bandages, Band-Aids, tongue depressor, stethoscope, syringes, shoes, nurse's gloves, cotton balls, hot water bottle, nurse's hose (white), and blood pressure kit

(NOTE: Uniforms should be child-size, if possible.)

D. Doctor--Eye pads, stethoscope, tongue depressor, Band-Aids, cotton balls, plastic bottle filled with water, syringes without needles, doctor's uniform, Ace bandage and crutch

E. Police officer--Hat, uniform, gun, badge, whistle, holster, shells, hand cuffs, and gun belt

F. Postal employee--Mailbox (can be made from a shoebox), index cards, stamp pad, crayons, and envelopes

G. Army officer or airplane pilot--Air force hat, army hat, shirt, boots, gun, belt, and canteen

H. Waitress or waiter--Menu (with pictures of food on it), pencil and pad, apron, name tag, paper plates (with pictures of meat, vegetables, potatoes, pie, and bread pasted on them), cups, plastic glasses and flatware, paper napkins, and tablecloth

I. Grocery store worker--Cash register, play money or green construction paper, used pop lids or play change, canned food, milk carton, soap carton, all types of household items that can be purchased in a grocery store, sales slips, and pencils

ASSIGNMENT SHEET #2

J. Cosmetologist--Mirror, combs, brush, cotton balls (in a small container), powders, hair ribbons and bows, lotions, scarfs, hairpiece, large clips, wigs, blow dryer, washable fingernail polish, shaving cream and Popsicle stick for razor

(NOTE: Take electrical cord off blow dryer.)

PART II--STEPS TO MAKE A PROP BOX

A. Obtain a strong box of appropriate size

(NOTE: If possible, get a box with handles.)

B. Decide which occupation to make a prop box for; collect several items (at least 10) to put in the box

(NOTE: These items should be real.)

C. Attach pictures from magazines that will help children identify what is in the box and print the name of the occupation on the box

EXAMPLE: A prop box for a firefighter might have a picture of a firefighter or fire truck

D. Paint with shellac or put clear Contact paper on the box to protect the pictures

E. Encourage parents to bring things to add to prop box

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #3--OBSERVE A CHILD IN DRAMATIC PLAY

NAME ______________________ SCORE ______________

Children express their imagination through play. Different types of play materials (props) help children do this. When children are given a few props they are able to imagine and invent many play situations.

Using the following guide, observe a child in a dramatic play situation in a child care center, nursery school, or at home. Remember that observations should be kept confidential.

(NOTE: The following observation guide may be altered to fit individual circumstances and teacher and/or student needs.)

SUGGESTED GUIDE FOR OBSERVING A CHILD IN A DRAMATIC PLAY SITUATION

First name of child ______________________

Age __________

Sex __________

A. Describe setting in which the child is playing--

EXAMPLES: At home; in a child care center

____

____

B. List play materials the child was using and which items were most often selected--

____

____

____

C. Describe how the child was using the play materials--______________

____

____

D. Record whether the child's imagination appeared to have been stimulated by the play materials that were available--______________

____

____

ASSIGNMENT SHEET #3

E. What other materials do you feel could be added to the dramatic play situation to stimulate the child's imagination--____________________________________

____

____

____

____

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #1--PREPARE PLAY DOUGH

(NOTE: Play dough is used as an extension and reinforcement of manipulative play. Children enjoy being able to use accessories such as rolling pins, cookie cutters, and modelling tools. Use of these materials should be limited somewhat because the children will be more creative when given play dough only.)

I. Equipment for making cooked play dough

  A. Measuring cups for dry and liquid ingredients

  B. Measuring spoons

  C. Straightedge

  EXAMPLES: Spatula; table knife

  D. Mixing spoon

  E. Pan for mixing and heating

II. Ingredients

  A. Flour, one cup

  B. Salt, 1/2 cup

  C. Water, one cup

  D. Vegetable oil, one tablespoon

  E. Cream of tartar, two teaspoons

  F. Food coloring, to desired intensity

III. Procedure

  A. Combine dry ingredients in pan

  B. Add water, vegetable oil, and color

  C. Cook over medium heat; stir until mixture reaches the consistency of mashed potatoes

  D. Remove from heat

  E. Allow to cool slightly

  (NOTE: Make sure dough is cooled enough so that it does not burn your hands while kneading.)

JOB SHEET #1

- F. Knead until color is mixed

  (NOTE: Knead on counter top or pastry board.)

- G. Store in tight-fitting covered containers

IV. Equipment for making uncooked play dough

- A. Measuring cups for dry and liquid ingredients
- B. Measuring spoons
- C. Straightedge

  EXAMPLES: Spatula; table knife

- D. Mixing bowl and mixing spoon
- E. Pan for boiling water

V. Ingredients

- A. Self-rising flour, two cups
- B. Alum, two tablespoons
- C. Salt, two tablespoons
- D. Cooking oil, two tablespoons
- E. Boiling water, two cups plus two tablespoons
- F. Food coloring

VI. Procedure

- A. Combine dry ingredients in mixing bowl
- B. Add boiling water
- C. Mix with spoon
- D. Allow to cool slightly
- E. Add color while kneading

  (NOTE: Be sure dough has cooled enough so hands are not burned. Allow children to knead dough.)

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

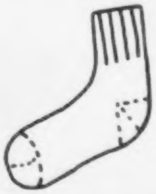
JOB SHEET #2--CONSTRUCT A TOY HORSE

(NOTE: Items such as toy horses can give children many opportunities for creative play. When several children are involved, allow them to choose the color of materials to be used for their horse. This will allow the children to recognize their own horse.)

I. Equipment

- A. Long stick such as an old broom or mop handle
- B. Heavy sock with heel (Figure 1)

FIGURE 1



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- C. Stuffing

  EXAMPLES: Old rags; cotton; sawdust; stuffing from a pillow; old nylon hose

- D. Tacks
- E. Old glove or felt
- F. Two shank buttons
- G. Materials for rein

  EXAMPLES: Ribbon; old apron ties; strip of cloth; heavy string

- H. Thread

  (NOTE: Be sure that thread is a heavy-duty type.)

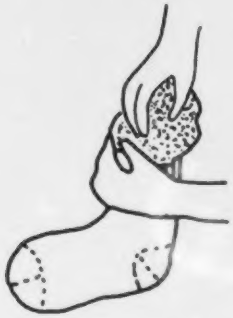
- I. Needle
- J. Tape

JOB SHEET #2

II. Procedure

A. Stuff sock very tightly with stuffing (Figure 2)

FIGURE 2



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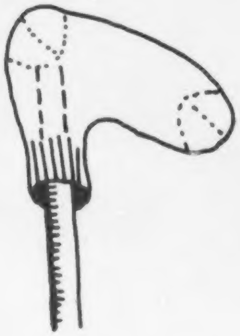
B. Make horse's head

1. Put end of stick in sock
2. Push stick up to heel (Figure 3)

FIGURE 3



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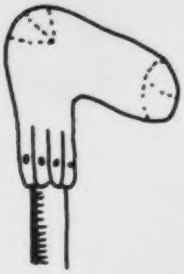
JOB SHEET #2

C. Attach head

1. Tack stuffed sock around the "neck" of the horse (Figure 4)

FIGURE 4



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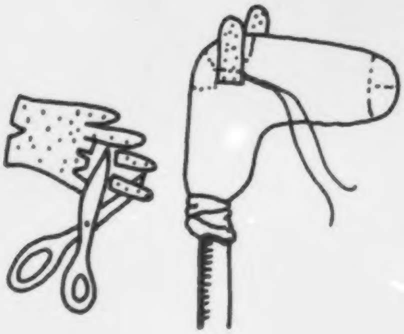
2. Wrap tape around end of sock to cover tacks

D. Make ears (Figure 5)

1. Cut two fingers off of glove
2. Stuff fingers very tightly
3. Sew them on the head

FIGURE 5



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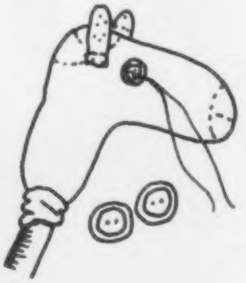
JOB SHEET #2

E. Make eyes by sewing on two buttons with needle and thread (Figure 6)

FIGURE 6



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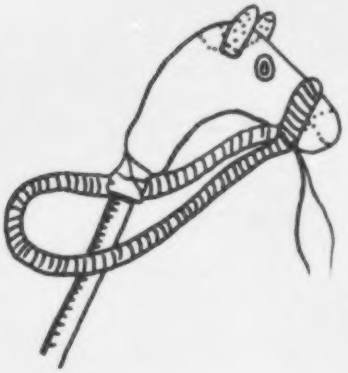
F. Make horse's reins

1. Cut reins approximately three feet long from ribbon, old apron ties, strip of cloth, or heavy string
2. Sew reins tightly around the nose (Figure 7)

FIGURE 7



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FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #3--PREPARE FINGER PAINT

(NOTE: Finger paint gives children a means in which to express themselves. Finger paint can be used on paper, which the children can take home, or they can use material such as a piece of Formica at a table.)

I. Equipment

   A. Measuring cups for liquid and dry ingredients

   B. Pan for cooking starch

   C. Spoon for stirring

   D. Straightedge

II. Ingredients

   A. Dry starch, 2/3 cup

   B. Cold water, one cup

   C. Boiling water, three cups

   D. Ivory Soap Flakes, one cup

   E. Oil of clove, a few drops

   (NOTE: This acts as a preservative.)

   F. Food coloring

III. Procedure

   A. Dissolve starch in cold water

   B. Smooth lumps and add boiling water

   C. Stir constantly

   D. Thicken but do not boil more than one minute

   E. Add Ivory Soap Flakes, oil of clove, and food coloring

   F. Store in jar with tight-fitting lid

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #4--MAKE A FINGER PUPPET, A HAND PUPPET, AND A STICK PUPPET

(NOTE: Puppets can help children say things they are too shy or afraid to say by themselves. Puppets encourage dramatic play and let children have fun while learning social concepts. Puppets to be used by children should be attractive but sturdy.)

I. Equipment needed for finger puppet

   A. Paper

   B. Tape, glue, or paste

   C. Crayons, felt markers, or poster paints

   D. Scissors

II. Procedure to make a finger puppet

   A. General

      1. Cut a strip of paper and tape it around your finger, making a tube

         a. Slide it off your finger

         b. Press it flat on the table to decorate

      2. Decorate

         a. Draw face on front

         b. Decorate with crayons, felt markers, or poster paints

         c. Decide what to add

            1) Tail

            2) Hat

            3) Ears

            4) Other details

   B. Specific

      1. Cat (Figure 8)

         a. Draw face and stripes on your puppet

         b. Cut ears and tail from paper

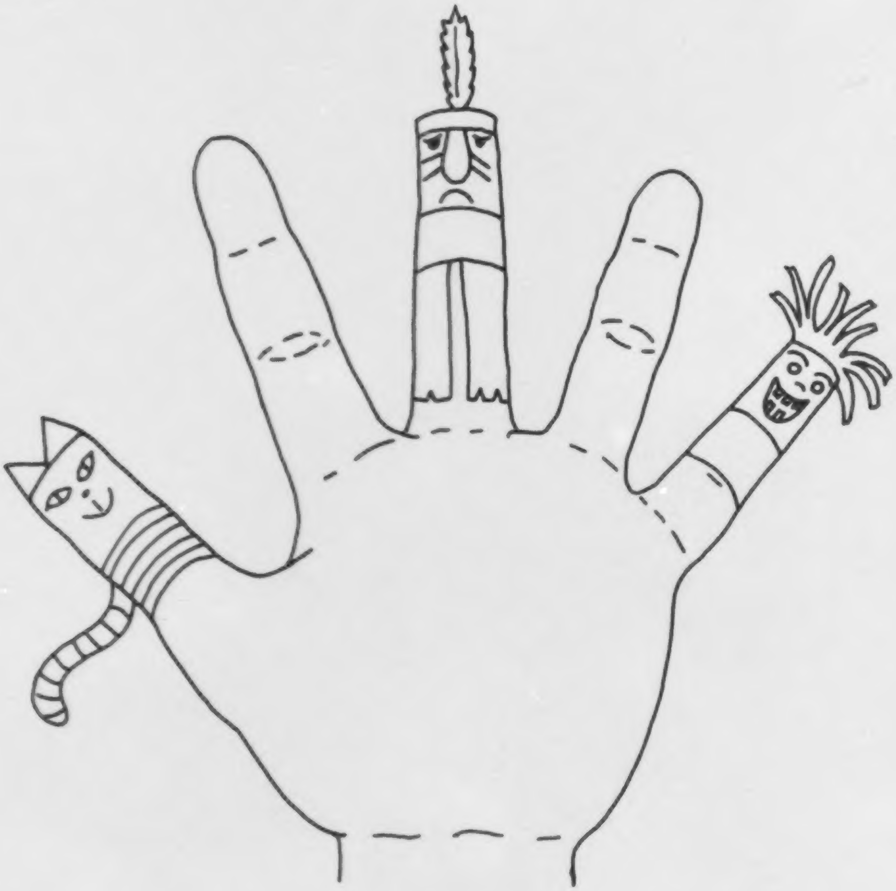
         c. Glue in place

         (NOTE: Use white glue.)

JOB SHEET #4

2. Indian (Figure 8)
   a. Draw Indian as shown
   b. Cut out paper feathers or use a real one; glue in place
   c. Cut slits in bottom
3. The thing (Figure 8)
   a. Draw funny face and body for your puppet
   b. Make hair from strips of tissue; glue in place

FIGURE 8



(NOTE: Get child's storybook to get ideas and make puppets for the other two fingers.)

JOB SHEET #4

III. Equipment needed for hand puppet

A. Paper plate

B. Glue or tape

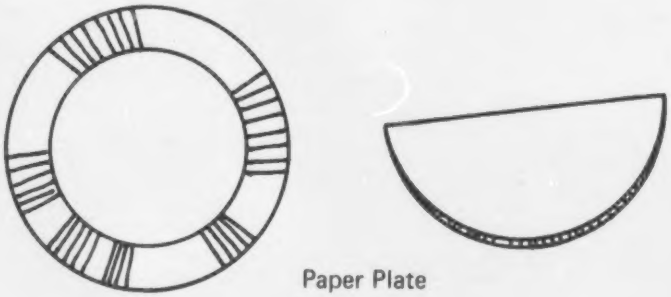
C. Crayons, felt markers, or poster paints

D. Scissors

IV. Procedure to make a hand puppet (singing frog)

A. Fold paper plate in half (Figure 9)

FIGURE 9



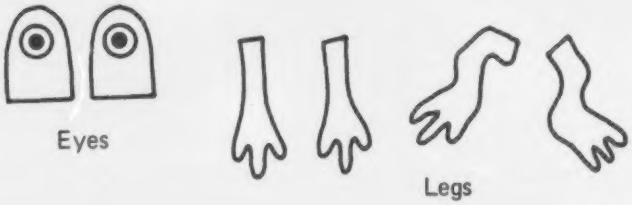
Paper Plate

B. Decorate

(NOTE: If the plate is waxy, rub it with a soapy cloth before you draw or paint on it.)

C. Cut out paper eyes and legs (Figure 10)

FIGURE 10

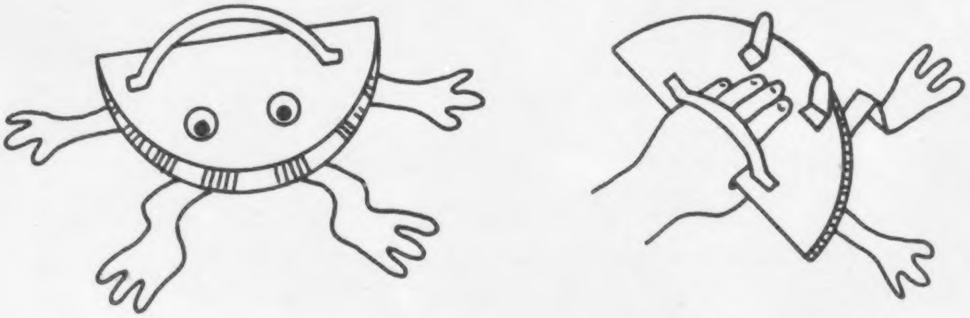


JOB SHEET #4

D. Glue or tape in place

E. Tape a strip of paper to the plate to make a finger strap; frog is ready to sing (Figure 11)

FIGURE 11



V. Equipment needed for stick puppet

A. Cardboard

B. Glue

C. Crayons, felt markers, or poster paints

D. Scissors

E. Pencil or stick

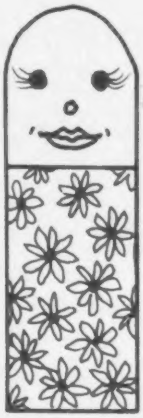
F. String or yarn

JOB SHEET #4

VI. Procedure to make a stick puppet (dancing girl)

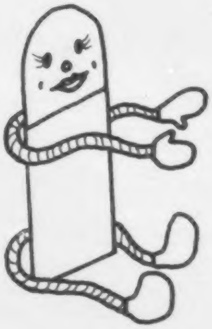
A. Cut a cardboard strip and decorate it (Figure 12)

FIGURE 12



B. Cut out paper hands and feet; attach to body with strings or yarn (Figure 13)

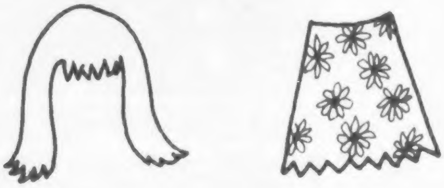
FIGURE 13



JOB SHEET #4

C. Use fringed paper for hair and skirt (Figure 14)

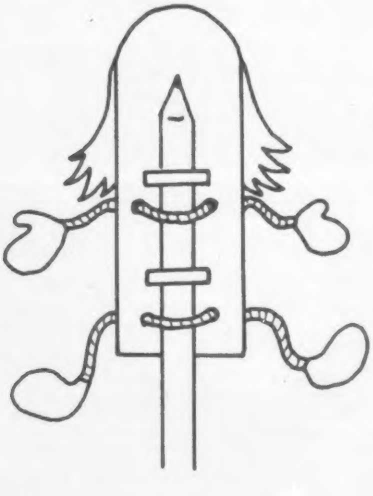
FIGURE 14



D. Glue in place

E. Tape a pencil or stick to the back (Figure 15)

FIGURE 15



(NOTE: Gluing pictures to tongue depressors is a quick way to make puppets.)

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with fostering creativity through play to the correct definitions. Write the correct numbers in the blanks.

______ a. Gradual, orderly growth of the child's ability to understand what he or she sees

______ b. Lining up objects in order according to size, weight, number, or shape

______ c. Activities which contribute to the learning capacity of the child by stimulating the imagination

______ d. Instrument or means by which something is expressed

______ e. Originality in thought or action

______ f. Feeling, handling, touching, moving, or examining with the hands

______ g. Activities involving interaction with other children

______ h. State of being the same

______ i. Worry or uneasiness about what may happen

1. Creativity
2. Medium
3. Dramatic play
4. Seriation
5. Perceptual motor skills
6. Manipulation
7. Socio-dramatic play
8. Equality
9. Anxiety

2. State three factors that promote creative play.

a. ____

b. ____

c. ____

3. List 10 materials that encourage creative play.

a. ____

b. ____

c. ____

d. ____

e. ____

TEST

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

4. Select from the following list responsibilities of parents and caregivers for fostering creativity in children. Mark each correct answer with an "X."

______a. To encourage children to explore their own world

______b. To make model for children to follow

______c. To emphasize to children that imaginations are not realities

______d. Do not criticize children for creating things in their minds

______e. Use only the best coloring books

______f. To encourage children to stretch their imaginations

______g. To make sure lines in coloring book are very specific

5. Discuss two facts about creative play for each category.

a. Dramatic-- ______________________________

____

____

____

b. Block-- ______________________________

____

____

____

c. Water-- ______________________________

____

____

____

TEST

d. Modelling materials-- ______________________________

____

____

____

e. Paint-- ______________________________

____

____

____

6. Arrange in order steps caregivers should take to promote water play. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

_____a. Decide what type of water to use

_____b. Change children's wet clothes if necessary

_____c. Encourage children to help with cleanup

_____d. Minimize the problem of getting wet

_____e. Set rules and guidelines for children before activity starts

_____f. Assemble equipment

7. Select from the following list suggestions for the use of clay or play dough. Mark each correct answer with an "X."

_____a. Select two colors that will blend together well

_____b. Give children small amounts

_____c. Cover table with suitable material

_____d. Encourage children to keep clay on the table

_____e. The adult must make the dough

_____f. Avoid providing patterns or models

8. State four facts to consider when planning block play.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

9. Select from the following list factors for the caregiver to consider when using dramatic play. Mark each correct answer with an "X."

______a. Children's interests

______b. Caregiver should take lead role

______c. Materials arranged attractively

______d. Suggestions to keep play going

______e. Children should pick up all items

______f. Possibility of caregiver being too involved in the activity

______g. Area can be tidied occasionally without disturbing children

______h. Children can be warned when end of playtime is near

______i. Caregiver should choose clothing

______j. Children are encouraged to put things away when play is over

______k. Any articles that need mending or laundering are removed

TEST

10. Complete the following chart on care and storage of creative playthings. Answer one from each group.

PROPS	CARE	STORAGE
Dress up clothes	Keep laundered and mended	a. ____________
Items for specific play themes	b. ____________	Store in boxes of appropriate size if possible; put descriptive picture on outside of box
Finger and hand puppets	Keep clean and in good repair	c. ____________
Hats	d. ____________	Store on shelves or in individual boxes
Housekeeping area accessories	Keep clean and in good repair and replace broken or missing parts	e. ____________
Blocks	f. ____________	Store in an area where they are easily put away by children
Clay and play dough	Check to see if clay is soft and clean; discard and replace when necessary	g. ____________
Woodworking area accessories	h. ____________	Store according to requirements of each tool or hang on brightly painted Peg-Board with shape of tool in contrasting color
Wheel toys	Check regularly for damage and lost or broken parts; repair or replace parts	i. ____________

TEST

11. Distinguish between do's and don'ts for the child caregiver for creative play experiences. Write a "D" before do's and a "T" before don'ts in the blanks.

    ______a. Understand and respect different stages in child's art

    ______b. Display child's work

    ______c. Use patterns and models

    ______d. Suggest a certain product

    ______e. Provide a variety of materials to use

    ______f. Require that certain themes be carried out

    ______g. Help parents understand child's creative artwork

    ______h. Ask child what he or she has drawn

    ______i. Provide support and encouragement to child

    ______j. Give outlines to fill in

(NOTE: Test questions 12-15 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Select items and sources for creative play equipment.

13. Construct a prop box.

14. Observe a child in dramatic play.

15. Demonstrate the ability to

    a. Prepare play dough.

    b. Construct a toy horse.

    c. Prepare finger paint.

    d. Make a finger puppet, a hand puppet, and a stick puppet.

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 300.)

1. (18 points)

    a. 5
    b. 4
    c. 3
    d. 2
    e. 1
    f. 6
    g. 7
    h. 8
    i. 9

2. (6 points)

    Answer should include any three of the following

    a. Child caregiver avoids dominating the play
    b. Child caregiver encourages children to produce ideas for creative play
    c. Child caregiver plays the role of assistant to the child
    d. Child caregiver provides proper equipment
    e. Child caregiver provides an attractive play area

3. (10 points)

    Answer should include any 10 of the following

    a. Dolls and doll corner accessories
    b. Blocks
    c. Transportation toys
    d. Sandbox and accessories
    e. Housekeeping corner and accessories
    f. Dress up clothes and suitcase
    g. Suitcase
    h. Toy animals
    i. Hats of all kinds

ANSWERS TO TEST

- j. Workbench and tools
- k. House care and repair tools
- l. Water play accessories
- m. Dowel rods for fishing poles or temporary flagpoles
- n. Old car body or rowboat
- o. Car seat and steering wheel
- p. Boxes and barrels of all shapes and sizes
- q. Blankets, sheets, or large pieces of material
- r. Broomsticks for horses
- s. Mud and sand
- t. Play dough and clay

4. (14 points)

   a, c, d, f

5. (15 points)

   Discussion should include two from each category

   a. Dramatic
      1) Encourages children to be social and imaginative
      2) Usually involves more than one child
      3) Develops language
      4) Can be enhanced with costumes

   b. Block
      1) Can be used throughout elementary school
      2) Provides opportunities for developing perceptual motor skills
      3) Gives child a chance to achieve large effects quickly
      4) Allows child to see that operations are reversible

ANSWERS TO TEST

c. Water

1) Relaxes and soothes children
2) Provides relief from pressure and tension
3) Encourages development of eye-hand coordination
4) Enhances children's intellectual concepts

d. Modelling materials

1) Allows for release of energy
2) Unburdens anxieties and fears
3) Encourages social interaction
4) Includes different types

e. Paint

1) Is best when carried out in a relaxed atmosphere
2) Is best when child is not rushed
3) May encourage the child to talk about his or her artwork
4) Is best when children do not have to stay within certain lines

6. (12 points)

a. 1
b. 6
c. 5
d. 3
e. 4
f. 2

7. (12 points)

a, c, d, f

8. (8 points)

Answer should include any four of the following

a. Blocks are well-sorted and neatly arranged

b. Accessories are included that relate to the topic being studied

c. Children are encouraged to use blocks in open area so that more children can have access to blocks

ANSWERS TO TEST

d. Children know that the block buildings belong to the children that built them

e. Attention is called to math concepts of equality and seriation relationships

f. Children are encouraged to help with cleanup

g. Blocks are stored on shelves so the children can see the size of the blocks

9. (22 points)

a, c, d, f, g, h, j, k

10. (18 points)

a. Hang on hangers at child's level

b. Keep clean and in good repair

c. Store in drawers, or in shoe boxes on shelves

d. 1) Keep clean and in good repair

   2) Spray with a disinfectant

e. Set up in a clearly defined area

f. 1) Check regularly for splinters and rough spots

   2) Replace when necessary

g. Store in tightly covered cans or plastic ice cream buckets

h. 1) Supervise use of tools

   2) Check boards for splinters and hammers for loose heads or other broken parts

i. Store in easily accessible places

11. (20 points)

a. D

b. D

c. T

d. T

e. D

f. T

g. D

h. T

i. D

j. T

ANSWERS TO TEST

12. Evaluated to the satisfaction of the instructor (10 points)

13. Evaluated to the satisfaction of the instructor (25 points)

14. Evaluated to the satisfaction of the instructor (25 points)

15. Performance skills evaluated to the satisfaction of the instructor

    a. (20 points)

    b. (40 points)

    c. (10 points)

    d. (15 points)

TOYS AND PLAY EQUIPMENT
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to select and evaluate toys and play equipment suitable for various age groups. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Select from a list roles of toys and play equipment in children's play.
2. Select from a list characteristics of good play equipment.
3. Distinguish between types of play promoted by toys.
4. List toys and play equipment suitable at various stages of development.
5. List opportunities toys should provide.
6. Select from a list points to consider when selecting play equipment.
7. Match play equipment to the type of muscle control promoted.
8. Discuss dangerous toys at various stages of a child's development.
9. Match types of suggested toy storage to their correct descriptions.
10. Arrange in order steps to promote learning in child's play.
11. Evaluate toys and play equipment.
12. Plan play activities according to age groups and opportunities provided.
13. Select household objects to use for toys.
14. Select toys to promote a particular type of play.
15. Indicate which type of muscle control certain toys promote.
16. Demonstrate the ability to
    a. Make a mobile, a crib toy, and a handy-dandy.
    b. Make a feely box.

TOYS AND PLAY EQUIPMENT
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order filmstrip planned to supplement unit--*Learning Through Play.* Set of five color 35mm filmstrips and audio cassettes, 15 minutes, Parents' Magazine, 1976. Available from Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

   B. Make transparencies.

   C. Provide students with objective sheet.

   D. Provide students with information, assignment, and job sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Demonstrate and discuss procedures outlined in job sheets.

   H. Develop appropriate learning activities for special needs students.

   I. Have students make a book of ideas for making toys. Have them include pictures of the toy, materials needed, and procedures for making each toy.

   J. Have students bring toys from home or take a study tour to a toy store when doing Assignment Sheet #1.

   K. Have students do a report on the National Safety Council in relationship to toy safety.

   L. Have students evaluate a toy storage area.

   M. Make a list of toys on the chalkboard and have students tell which skills, such as math, could be learned from these toys.

   N. Make a display of commercial and homemade toys and have students list advantages of each.

   O. Discuss the effects of advertising toys on children's television programs, on children.

   P. Have students make a bulletin board by cutting pictures of toys from catalogs and magazines and classifying them as to the type of play they promote.

   Q. Give test.

   R. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Toys and Play Equipment for Various Ages

      2. TM #2--Toys and Play Equipment for Various Ages (Continued)

   E. Assignment sheets

      1. Assignment Sheet #1--Evaluate Toys and Play Equipment

      2. Assignment Sheet #2--Plan Play Activities According to Age Groups and Opportunities Provided

      3. Assignment Sheet #3--Select Household Objects to Use for Toys

      4. Assignment Sheet #4--Select Toys to Promote a Particular Type of Play

      5. Assignment Sheet #5--Indicate Which Type of Muscle Control Certain Toys Promote

   F. Answers to assignment sheets

   G. Job sheets

      1. Job Sheet #1--Make a Mobile, a Crib Toy, And a Handy-Dandy

      2. Job Sheet #2--Make a Feely Box

   H. Test

   I. Answers to test

III. Unit references

   A. Conger, Flora Stabler, and Rose, Irene B. *Child Care Aide Skills.* Dallas: Gregg Division, McGraw-Hill Book Company, 1979.

   B. Draper, Dr. Thomas; Ganong, Dr. Marilyn Coleman, and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing Company, 1980.

SUGGESTED ACTIVITIES

C. Langdon, Grace. *How To Choose Toys.* New York: American Toy Institute, Inc., 200 Fifth Avenue, New York, New York 10011.

D. Nemiroff, Jane Libman. *Practicing Parenting.* New York: Butterick Publishing Company, 1980.

E. Quill, Jeanne, and Warner, Dianne. *Beautiful Junk.* Washington, D.C.: United States Government Printing Office, 1969.

F. Stratton, Betty, and Wilson, Elaine. *Let's Make Toys for Infants.* Oklahoma State University, Cooperative Extension Service, Fact Sheet A2305. Stillwater, Oklahoma: 1980.

TOYS AND PLAY EQUIPMENT
UNIT III

INFORMATION SHEET

I. Roles of toys and play equipment in children's play

   A. Provide a way to have fun

   B. Provide an outlet for emotions

   C. Allow the child to learn, understand, and evaluate his or her real world

   D. Encourage imaginative types of play

   E. Provide objects from which the child can

      1. Master a skill

      2. Develop his or her body

      3. Develop his or her mind

         (NOTE: This may be problem-solving.)

      4. Develop social skills

II. Characteristics of good play equipment (Assignment Sheet #1)

   A. Simple

   B. Attractive and pleasant to touch

   C. Durable

   D. Versatile

   E. Stimulating; encourages children to do things for themselves

   F. Easily stored in available space

   G. Reasonably priced

   H. Safe

   I. Suitable to child's age

III. Types of play promoted by toys (Assignment Sheets #3 and #4, Job Sheets #1 and #2)

   A. Active physical play

      1. Push and pull toys

      2. Wheel toys

INFORMATION SHEET

    3. Balls
    4. Gym equipment

- B. Creative play
    1. Paints and art equipment
    2. Building blocks
    3. Collage materials
    4. Drawing equipment
    5. Clay and play dough
- C. Dramatic play
    1. Housekeeping equipment
    2. Dress-up costumes
    3. Dolls
    4. Trucks and cars
    5. Store play equipment

        EXAMPLES: Groceries, shoes
- D. Manipulative play
    1. Nested cups
    2. Peg-Boards
    3. Pounding sets
    4. Puzzles
    5. Feely box

IV. Toys and play equipment suitable at various stages of development Transparencies #1 and #2; Assignment Sheets #1 and #2, and Job Sheets #1 and #2)

(NOTE: These toys may be appropriate for more age groups than those in which they are listed.)

- A. Birth - three months
    1. Crib jingles
    2. Mobiles

INFORMATION SHEET

3. Hanging rattles
4. Toys that reproduce placental sounds

B. Four - six months

1. Rattles
2. Solid teething rings
3. Cups
4. Spools
5. Plastic toys
6. Toys with music boxes

C. Seven - nine months

1. Rattles
2. Metal cups
3. Lids and covers
4. Beads on a string

   (NOTE: Be sure string is strong so that it does not break.)
5. Unbreakable animals
6. Blocks
7. Balls
8. Washable bean bags

D. Ten - 12 months

1. Balls
2. Toys on wheels
3. Plastic animals and toys
4. Items that fit together or stack
5. Toys to push or carry
   - a. Basket, box, or pail to fill and carry
   - b. Musical pull toys
   - c. Peg-Boards with large pegs

INFORMATION SHEET

        d. Spools
        e. Blocks

E. One - two years
    1. Touch-and-feel books
    2. Brightly-colored plastic or rubber beads on strong cord
    3. Washable squeak toys
    4. Stuffed animals
    5. Large, soft balls
    6. Push and pull toys
    7. Blocks

F. Two - three years
    1. Large Peg-Boards
    2. Wooden animals
    3. Large crayons
    4. Sturdy cars and wagons
    5. Storybooks, feel books
    6. Dolls
    7. Blocks
    8. Balls
    9. Feely book

G. Three - six years
    1. Non-electric trains, cars, and trucks
    2. Building blocks
    3. Dolls and doll equipment
    4. Chalkboard and chalk
    5. Play dough and clay
    6. Simple construction sets
    7. Paints

INFORMATION SHEET

8. Balls
9. Walking boards, ladders, sawhorses, packing crates, and boxes
10. Blocks
11. Feely box

H. Six - nine years
   1. Small dolls with wardrobes
   2. Dollhouses with furniture to fit
   3. Paper dolls
   4. Racing cars
   5. Workbenches with real tools
   6. Science sets
   7. Indoor games of chance and skill
   8. Handicraft sets
   9. Games of sport

      EXAMPLES: Soccer, baseball, football
   10. Water sports

       EXAMPLE: Swimming

I. Nine - 12 years
   1. Active sports

      EXAMPLE: Tennis and golf
   2. Challenging board and card games
   3. Games involving knowledge of different school subjects
   4. Painting
   5. Ceramics
   6. Playing musical instruments
   7. Sculpting

INFORMATION SHEET

V. Opportunities toys should provide (Assignment Sheet #2)
  - A. Building
  - B. Cuddling
  - C. Throwing
  - D. Rolling
  - E. Putting together
  - F. Taking apart
  - G. Stringing
  - H. Sorting
  - I. Creating

VI. Points to consider when selecting play equipment (Assignment Sheets #1 and #3)
  - A. Equipment helps the child grow and learn
  - B. Equipment suits the child's capabilities and developmental levels
  - C. Child does not have too many toys at one time
  - D. Toy is durable and well constructed
  - E. Toy is easy to clean
  - F. Toy allows child to use his or her creativity
  - G. Toy aids language and word-building

VII. Play equipment and types of muscle control promoted (Assignment Sheet #5)
  - A. Small muscle control
    1. Dolls that can be dressed and undressed
    2. Picture books with pages to be turned
    3. Toy rhythm instruments
    4. Stackable blocks
    5. Puzzles
    6. Beads to be strung

INFORMATION SHEET

B. Large muscle control

  1. Large push or pull toys
  2. Wagons and wheelbarrows
  3. Rocking horse
  4. Jungle gym
  5. Tricycle
  6. Rungs for swinging and chinning
  7. Bicycle

VIII. Dangerous toys at various stages of a child's development (Assignment Sheet #1)

(NOTE: These toys apply to almost all ages.)

A. Birth - two years

  1. Those small enough to swallow
  2. Flammable objects
  3. Toys with poisonous paint
  4. Toys with removable parts
  5. Stuffed animals with glass or button eyes

B. Two - three years

  1. Toys with sharp edges
  2. Objects with small, removable, or poisonous parts
  3. Marbles, small beads, coins
  4. Flammable toys

C. Three - six years

  1. Sharp or cutting toys
  2. Flammable costumes
  3. Electrical toys
  4. Items that endanger eyes

     EXAMPLE: Darts

INFORMATION SHEET

5. Poisonous painting sets

6. Poorly balanced tricycles or wagons that may topple

IX. Types of suggested toy storage (Assignment Sheet #3)

A. Closet--Provides storage for tall items such as folding paint easels and large items that are not used every day

B. Cupboard--Provides storage for items such as craft materials, model kits, games, and boxed toys

C. Open shelves--Allow small children to have easy access to the toys

(NOTE: This allows items such as farm and village sets to be in the open.)

D. Moveable--Provides storage on rollers; can be rolled to the play area; makes "pick-up time" easier

E. Covered containers--Provide storage for play equipment that has many parts and can keep items fresh longer, such as play dough

EXAMPLES: Coffee cans, cottage cheese containers

X. Steps to promote learning in child's play

A. Observe the child at play

B. Play along at child's level

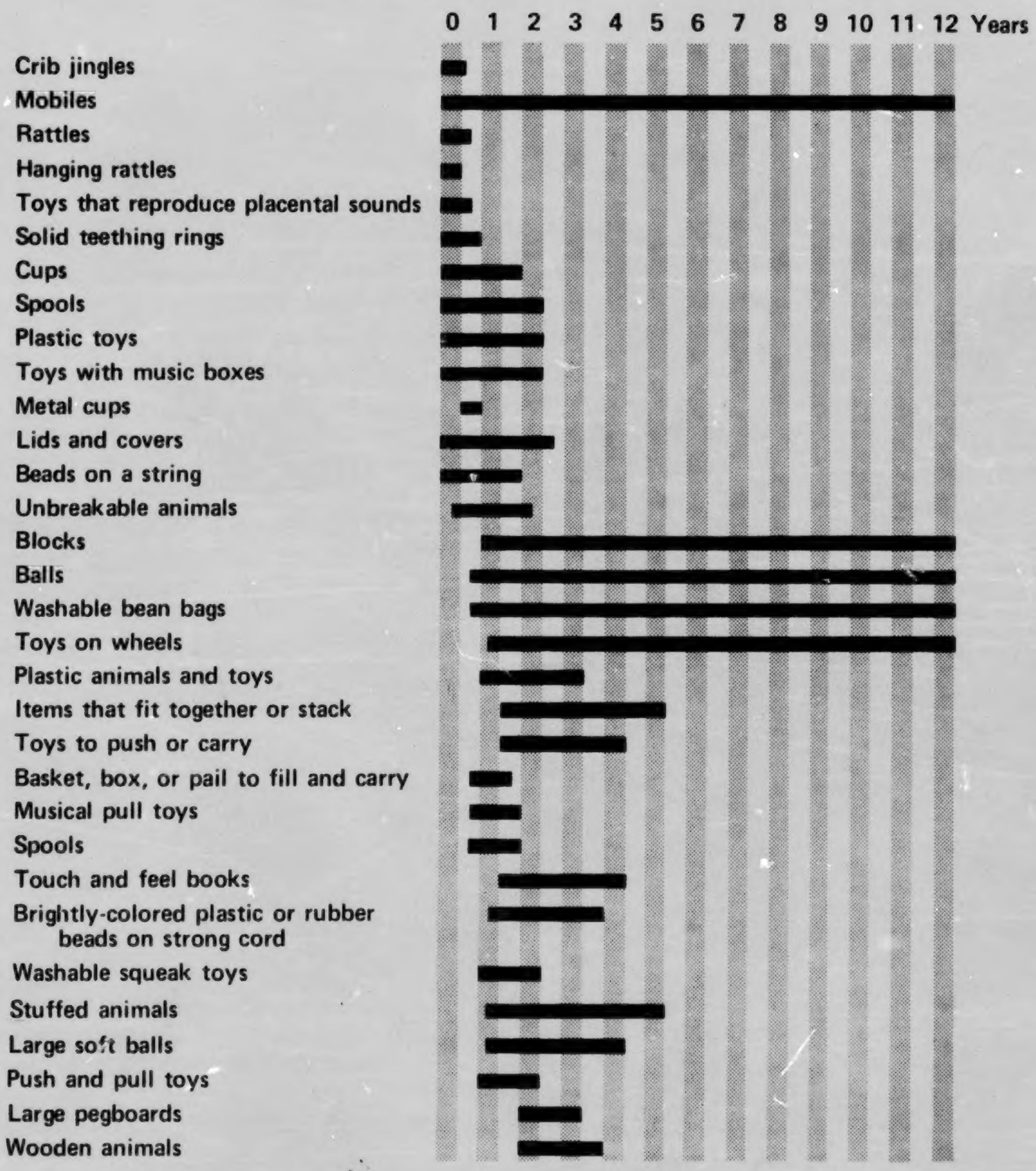
C. Play a little above child's level

(NOTE: Adult should play at child's level for a little while, then introduce a slightly newer, more complex play level.)

D. Back away and observe

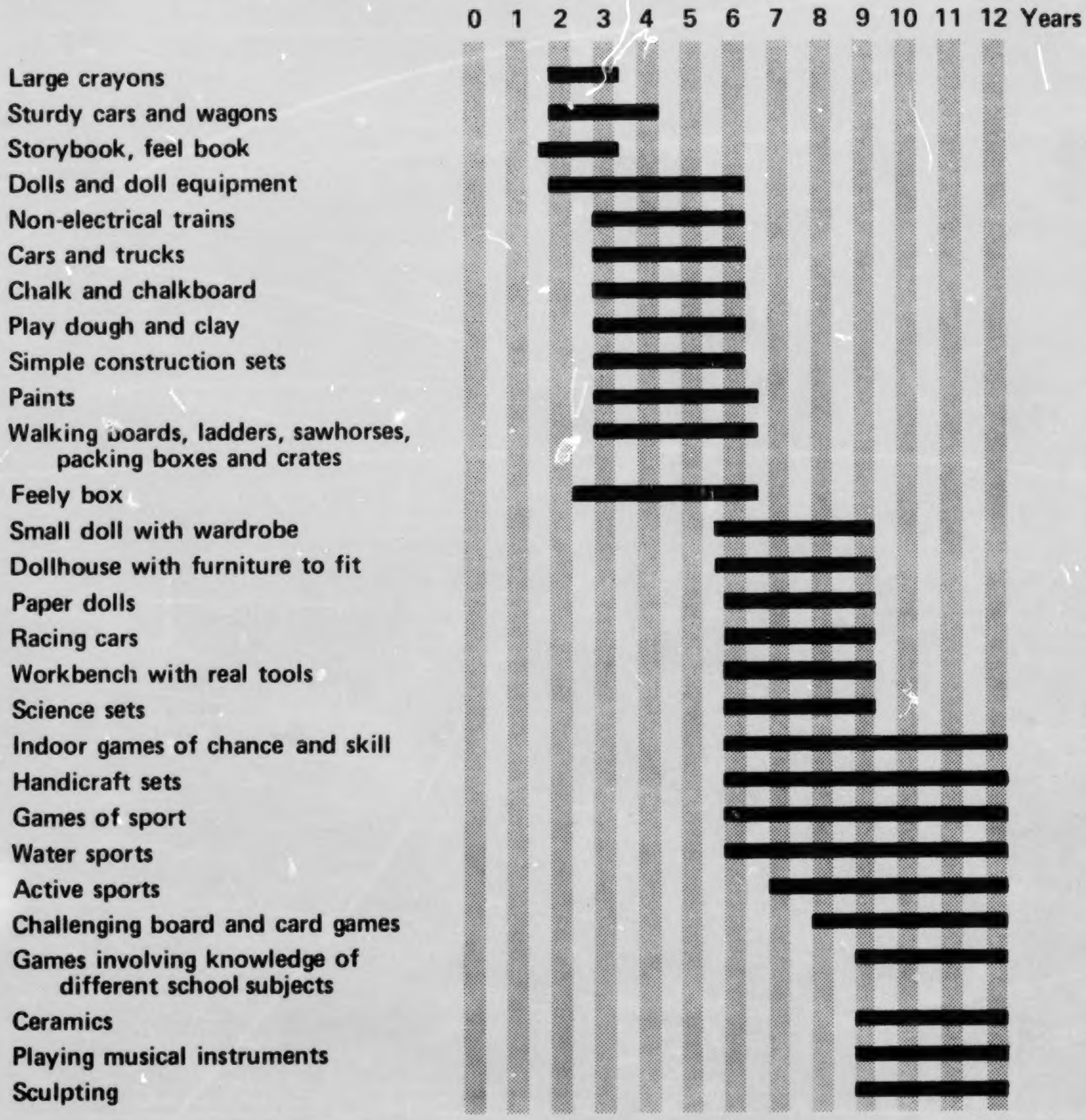
(NOTE: This allows child to practice the new skill.)

Toys and Play Equipment for Various Ages



Toys and Play Equipment for Various Ages

(Continued)



TOYS AND PLAY EQUIPMENT
UNIT III

ASSIGNMENT SHEET #1--EVALUATE TOYS AND PLAY EQUIPMENT

NAME ______________________________ SCORE ______________

Adults love to buy toys for children that they think would be fun for the child. The toy manufacturer will usually indicate the age level for which a toy is best suited. When shopping for toys and play equipment, keep in mind the age and maturity level of the child.

Using the following checklists, evaluate two toys.

	TOY #1		TOY #2	
	YES	NO	YES	NO
SUITABILITY				
Does the toy suit the child's developmental level?				
SAFETY				
Is the toy made so that it cannot be broken or taken apart and the parts swallowed?				
Can it be put into the mouth safely?				
Is it free of poisonous substances?				
Is it free of sharp edges?				
FLEXIBILITY				
Can the toy be used in many ways to encourage the child's imagination?				
DURABILITY				
Will the toy last?				
Is it worth the price?				
Will the toy do the things the manufacturer indicates that it will do?				
Is the toy washable?				
ATTRACTIVENESS				
Is it brightly colored?				
Is it easy to handle?				
Does it encourage interaction between children and between children and adults?				
Does it provide problem-solving activities?				

TOYS AND PLAY EQUIPMENT
UNIT III

ASSIGNMENT SHEET #2--PLAN PLAY ACTIVITIES ACCORDING TO AGE GROUPS AND OPPORTUNITIES PROVIDED

NAME ______________________ SCORE ____________

When toys are purchased or made for children they should provide a learning situation and the toys should be suitable for the child's age.

Using the Information Sheet and additional reference books, plan activities for the following age groups. List toys for the age group indicated and opportunities the toy provides, such as rolling or taking apart.

AGE	TOYS	OPPORTUNITIES PROVIDED
One - two years		
Two - three years		
Three - six years		

TOYS AND PLAY EQUIPMENT
UNIT III

ASSIGNMENT SHEET #3--SELECT HOUSEHOLD OBJECTS TO USE FOR TOYS

NAME ______________________ SCORE ____________

Toys do not have to be bought or be expensive to be good toys. Some of the best toys are everyday objects found in the home. Pan covers, egg cartons, and cardboard boxes are a few favorites.

Use your imagination and think of as many household items as you can that could be used for toys or used to create a toy. Using additional reference books and the information sheet, complete the following chart. List the items, tell how they could be used, the type of play they promote, and where they should be stored.

EXAMPLE: A three-gallon ice cream container could be used as a space helmet, it could promote dramatic play, and it could be stored in a cupboard

Object	Use	Type of Play Promoted	Storage Area

TOYS AND PLAY EQUIPMENT
UNIT III

ASSIGNMENT SHEET #4--SELECT TOYS TO PROMOTE A PARTICULAR TYPE OF PLAY

NAME ________________________ SCORE __________

Just as children need a good, balanced diet which promotes growth, they also need a well balanced variety of toys to promote different types of play. Every child should have toys that satisfy his or her interests.

Complete the following chart. Select toys that promote a particular type of play.

Toys or Play Equipment (Name or describe)	**Type of Play Toy Promotes**	**Would Toy be a Good Investment, Why or Why Not?**

TOYS AND PLAY EQUIPMENT
UNIT III

ASSIGNMENT SHEET #5--INDICATE WHICH TYPE OF MUSCLE CONTROL CERTAIN TOYS PROMOTE

NAME ________________________ SCORE ____________

Children develop large and small muscle control by using certain toys.

Using the Information Sheet and additional references, read the following list of toys and play activities. Indicate which type of muscle control each helps develop. Write an "S" for small muscle control and an "L" for large muscle control in the blanks.

_____A. Stacking one-inch cube blocks

_____B. Riding a bicycle

_____C. Cutting out paper dolls

_____D. Putting together a puzzle with 500 pieces

_____E. Pulling a red wagon

_____F. Jumping a rope

_____G. Sewing with yarn and a large, blunt needle

_____H. Running foot races

_____I. Making a paper chain

_____J. Putting a model plane together

_____K. Putting pegs in a Peg-Board

_____L. Climbing to the top of a jungle gym

_____M. Opening locks with a key

_____N. Giving someone rides in a wheelbarrow

_____O. Crawling through a tunnel

_____P. Stacking large blocks

TOYS AND PLAY EQUIPMENT
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: These are suggested answers.)

AGE	TOYS	OPPORTUNITIES PROVIDED
One - two years	Blocks Stuffed animals Large, soft ball Large pop beads	Building Cuddling Rolling or throwing Taking apart
Two - three years	Large Peg-Board Cars and trucks Balls Colored blocks	Putting together Rolling Throwing Building and sorting
Three - six years	Play dough Balls Simple construction sets Colored beads	Rolling Throwing Putting together Sorting

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. S
B. L
C. S
D. S
E. L
F. L
G. S
H. L
I. S
J. S
K. S
L. L
M. S
N. L
O. L
P. L

TOYS AND PLAY EQUIPMENT
UNIT III

JOB SHEET #1--MAKE A MOBILE, A CRIB TOY, AND A HANDY-DANDY

(NOTE: Before a baby can sit up or hold a toy, it is important to provide things for the baby to see.)

I. Mobile

A. Equipment and materials for making mobile

1. Clothes hanger
2. Three yards brightly-colored knitting yarn
3. Three sheets brightly-colored construction paper
4. Hole punch
5. One-half yard clear Contact paper
6. Scissors

B. Procedure for a mobile

1. Cut construction paper into four or five shapes, approximately five inches wide and five inches long

   EXAMPLES: Birds, animals, star

2. Cut yarn into four or five pieces, from 12 to 18 inches long

   (NOTE: Cutting the yarns at different lengths will allow the objects to be at different levels.)

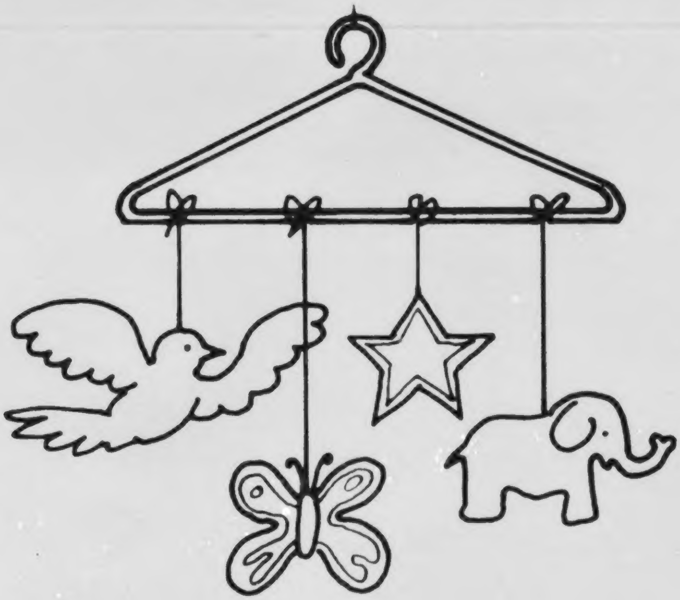
3. Cover shapes on both sides with clear Contact paper and trim excess Contact paper
4. Punch holes in shapes and tie shapes to strings
5. Tie other ends of strings to hanger

JOB SHEET #1

6. Use remaining yarn and tie to the top (hook) of the hanger (Figure 1)

   (NOTE: Be sure hook is closed. This will provide a way to hang the mobile.)

FIGURE 1



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II. Crib toy

   A. Equipment and materials for making crib toy

      1. Elastic or ribbon the width of a baby bed, plus approximately 18 inches

      2. Four strips of brightly colored fabric or ribbon approximately six inches long and two inches wide

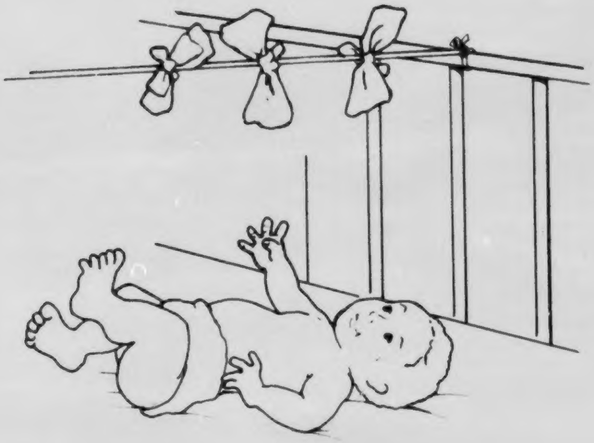
   B. Procedure for crib toy

      1. Tie long piece of elastic or ribbon across baby bed

JOB SHEET #1

2. Space bows by tying ribbons securely on the elastic or ribbon that is across the baby bed (Figure 2)

FIGURE 2



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III. Handy-dandy

A. Equipment and materials for making handy-dandy

1. Brightly-colored, washable glove

   (NOTE: Use fabric gloves because plastic gloves could be dangerous.)

2. Scissors
3. Nylon stockings
4. Needle and thread
5. Five-inch piece of elastic, approximately 3/4 inch wide

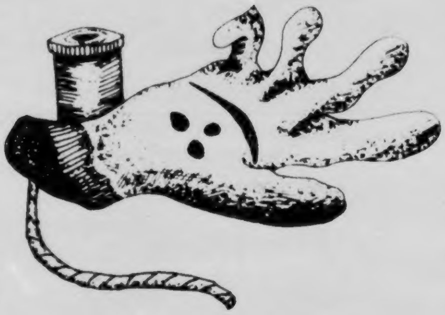
B. Procedure for handy-dandy

1. Cut stockings into small pieces
2. Stuff glove with stockings
3. Sew the open end of the glove closed

JOB SHEET #1

4. Sew on piece of elastic on closed end of glove and encourage baby to reach for it (Figure 3)

FIGURE 3



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5. Hang within reach so baby can make glove dangle

TOYS AND PLAY EQUIPMENT
UNIT III

JOB SHEET #2--MAKE A FEELY BOX

(NOTE: A variation of the feely box is to put one object in a bag and have each child feel the object and secretly tell the caregiver what he or she thinks is in the bag or box. After each child has had a turn, remove the object and see which child figured out what the object was.)

I. Equipment and materials

  A. Oatmeal box

  B. Scissors

  C. Sock

  EXAMPLES: Bobby sock, athletic sock

  D. Small objects

  EXAMPLES: Apple, book, spoon, cloth pin

  (NOTE: Be sure that these objects are something that the children are familiar with.)

II. Procedure

  A. Cut toe out of sock

  B. Put small items into oatmeal box

  C. Put sock over top of oatmeal box

  (NOTE: The child should be able to put his or her hand through the sock and into the box, without being able to see what is in the box.)

TOYS AND PLAY EQUIPMENT
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Select from the following list roles of toys and play equipment in children's play. Mark each correct answer with an "X."

_____a. Provide a way to have fun

_____b. The only objective in play is learning

_____c. Allow the child to learn, understand, and evaluate his or her real world

_____d. Encourage imaginative types of play

_____e. Encourage boys to choose toys for boys and girls to choose toys for girls

_____f. Provide an outlet for emotions

2. Select from the following list characteristics of good play equipment. Mark each correct answer with an "X."

_____a. Simple

_____b. Fragile

_____c. Attractive and pleasant to touch

_____d. Durable

_____e. Expensive

_____f. Versatile

_____g. Stimulating; encourages children to do things for themselves

_____h. Sharp edges

_____i. Safe

_____j. Suitable to child's age

3. Distinguish between types of play promoted by toys. Write an "A" before active physical play, a "C" before creative play, a "D" before dramatic play, and an "M" before manipulative play, in the blanks.

_____a. Push and pull toys

_____b. Paints and art equipment

_____c. Housekeeping equipment

TEST

______d. Nested cups

______e. Dolls

______f. Building blocks

______g. Pounding sets

______h. Peg-Boards

______i. Balls

______j. Puzzles

______k. Wheel toys

______l. Clay and play dough

______m. Gym equipment

______n. Collage materials

______o. Trucks and cars

______p. Drawing equipment

4. List toys and play equipment suitable at various stages of development. Answer one from each category.

a. Birth - three months--______________________________

____

b. Four - six months--______________________________

____

c. Seven - nine months--______________________________

____

d. Ten - 12 months--______________________________

____

e. One - two years--______________________________

____

TEST

f. Two - three years--______________________________

____

g. Three - six years--______________________________

____

h. Six - nine years--______________________________

____

i. Nine - 12 years--______________________________

____

5. List four opportunities toys should provide.

a. ____

b. ____

c. ____

d. ____

6. Select from the following list points to consider when selecting play equipment. Mark each correct answer with an "X."

_____a. Equipment helps the child grow and learn

_____b. Parents like toy

_____c. Equipment suits the child's capabilities and developmental levels

_____d. Child does not have too many toys at one time

_____e. Toy is durable and well constructed

_____f. Toy is highly advertised

_____g. Toy has brand name

_____h. Toy is easy to clean

_____i. Toy aids language and word-building

_____j. Toy allows child to use his or her creativity

TEST

7. Match play equipment to the type of muscle control promoted. Write the correct numbers in the blanks. Answers may be used more than once.

1. Small muscle control
2. Large muscle control

______a. Dolls that can be dressed and undressed
______b. Picture books with pages to be turned
______c. Large push or pull toys
______d. Toy rhythm instruments
______e. Wagons and wheelbarrows
______f. Stackable blocks
______g. Rocking horse
______h. Jungle gym
______i. Puzzles
______j. Beads to be strung
______k. Tricycle
______l. Rungs for swinging and chinning
______m. Bicycle

8. Discuss three dangerous toys at various stages of a child's development.

a. Birth - two years--____
____
____
____

b. Two - three years--____
____
____
____

c. Three - six years--____
____
____
____

TEST

9. Match types of suggested toy storage to their correct descriptions. Write the correct numbers in the blanks.

_____a. Provide storage for play equipment that has many parts and can keep items fresh longer, such as play dough

_____b. Provides storage for tall items such as folding paint easels and large items that are not used every day

_____c. Provides storage on rollers; can be rolled to the play area; makes "pick-up time" easier

_____d. Allow small children to have easy access to the toys

_____e. Provides storage for items such as craft materials, model kits, games, and boxed toys

1. Closet
2. Covered containers
3. Cupboard
4. Open shelves
5. Moveable

10. Arrange in order steps to promote learning in child's play. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

_____a. Back away and observe

_____b. Play along at child's level

_____c. Observe the child at play

_____d. Play a little above child's level

(NOTE: Test questions 11-16 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Evaluate toys and play equipment.

12. Plan play activities according to age groups and opportunities provided.

13. Select household objects to use for toys.

14. Select toys to promote a particular type of play.

15. Indicate which type of muscle control certain toys promote.

16. Demonstrate the ability to

    a. Make a mobile, a crib toy, and a handy-dandy.

    b. Make a feely box.

TOYS AND PLAY EQUIPMENT
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (12 points)

   a, c, d, f

2. (20 points)

   a, c, d, f, g, i, j

3. (32 points)

a.	A	e.	D	i.	A	m.	A
b.	C	f.	C	j.	M	n.	C
c.	D	g.	M	k.	A	o.	D
d.	M	h.	M	l.	C	p.	C

4. (9 points)

   Answer should include one from each of the following categories

   a. Birth - three months
      1) Crib jingles
      2) Mobiles
      3) Hanging rattles
      4) Toys that reproduce placental sounds

   b. Four - six months
      1) Rattles
      2) Solid teething rings
      3) Cups
      4) Spools
      5) Plastic toys
      6) Toys with music boxes

ANSWERS TO TEST

c. Seven - nine months
   1) Rattles
   2) Metal cups
   3) Lids and covers
   4) Beads on a string
   5) Unbreakable animals
   6) Blocks
   7) Balls
   8) Washable bean bags

d. Ten - 12 months
   1) Balls
   2) Toys on wheels
   3) Plastic animals and toys
   4) Items that fit together or stack
   5) Toys to push or carry
      a) Basket, box, or pail to fill and carry
      b) Musical pull toys
      c) Peg-Boards with large pegs
      d) Spools
      e) Blocks

e. One - two years
   1) Touch-and-feel books
   2) Brightly-colored plastic or rubber beads on strong cord
   3) Washable squeak toys
   4) Stuffed animals
   5) Large, soft balls
   6) Push and pull toys
   7) Blocks

ANSWERS TO TEST

f. Two-three years
   1) Large Peg-Boards
   2) Wooden animals
   3) Large crayons
   4) Sturdy cars and wagons
   5) Storybooks, feel books
   6) Dolls
   7) Blocks
   8) Balls
   9) Feely book

g. Three - six years
   1) Non-electric trains, cars, and trucks
   2) Building blocks
   3) Dolls and doll equipment
   4) Chalkboard and chalk
   5) Play dough and clay
   6) Simple construction sets
   7) Paints
   8) Balls
   9) Walking boards, ladders, sawhorses, packing crates, and boxes
   10) Blocks
   11) Feely box

h. Six - nine years
   1) Small dolls with wardrobes
   2) Dollhouses with furniture to fit
   3) Paper dolls
   4) Racing cars
   5) Workbenches with real tools

ANSWERS TO TEST

  6) Science sets
  7) Indoor games of chance and skill
  8) Handicraft sets
  9) Games of sport
  10) Water sports

i. Nine - 12 years

  1) Active sports
  2) Challenging board and card games
  3) Games involving knowledge of different school subjects
  4) Painting
  5) Ceramics
  6) Playing musical instruments
  7) Sculpting

5. (4 points)

Answer should include any four of the following

a. Building
b. Cuddling
c. Throwing
d. Rolling
e. Putting together
f. Taking apart
g. Stringing
h. Sorting
i. Creating

6. (20 points)

a, c, d, e, h, i, j

ANSWERS TO TEST

7. (26 points)

a. 1
b. 1
c. 2
d. 1
e. 2
f. 1
g. 2
h. 2
i. 1
j. 1
k. 2
l. 2
m. 2

8. (9 points)

Discussion should include three items from each category

a. Birth - two years
   1) Those small enough to swallow
   2) Flammable objects
   3) Toys with poisonous paint
   4) Toys with removable parts
   5) Stuffed animals with glass or button eyes

b. Two - three years
   1) Toys with sharp edges
   2) Objects with small, removable, or poisonous parts
   3) Marbles, small beads, coins
   4) Flammable toys

c. Three - six years
   1) Sharp or cutting toys
   2) Flammable costumes
   3) Electrical toys
   4) Items that endanger eyes
   5) Poisonous painting sets
   6) Poorly balanced tricycles or wagons that may topple

ANSWERS TO TEST

9. (10 points)
   - a. 2
   - b. 1
   - c. 5
   - d. 4
   - e. 3

10. (8 points)
    - a. 4
    - b. 2
    - c. 1
    - d. 3

11. Evaluated to the satisfaction of the instructor (5 points)
12. Evaluated to the satisfaction of the instructor (10 points)
13. Evaluated to the satisfaction of the instructor (15 points)
14. Evaluated to the satisfaction of the instructor (15 points)
15. Evaluated to the satisfaction of the instructor (15 points)
16. Performance skills evaluated to the satisfaction of the instructor
    - a. (30 points)
    - b. (10 points)

ART
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to plan art activities and present them to children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with art activities to their correct definitions.
2. Select from a list ways children respond to art activities.
3. State values of art activities.
4. Select from a list guidelines for enhancing creative art activities.
5. State obstacles which prevent creative thinking.
6. Match the sequential stages of self expression in children's art to their correct descriptions.
7. Discuss the function of the caregiver in creative art activities.
8. Select from a list suggested locations of art activities.
9. Complete a chart on art activities suitable for different age groups.
10. List art activities for children.
11. Complete a chart on problems and solutions related to art.
12. List items to collect which are useful in an art program.
13. Complete a chart on suggested sources of free materials for art activities.
14. Select from a list ways a child can help during cleanup.
15. State suggested ways to display children's artwork.
16. Inventory art materials.
17. Answer questions about art activities.
18. Complete art activity cards.

OBJECTIVE SHEET

19. Evaluate an art activity and an art area in a child care center.

20. Demonstrate the ability to
    a. Present paint activities to children.
    b. Present drawing activities to children.
    c. Present collage activities to children.
    d. Present woodworking activities to children.
    e. Present block activities to children.

ART
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials planned to supplement unit--Filmstrip, *Developing Creative Thoughts in Children.* Set of five color 35mm filmstrips and audio cassettes, 10 minutes, Parents' Magazine Inc., 1977. Available from Parents's Magazine, Inc., 52 Vanderbilt Avenue, New York, New York 10017.

  B. Provide students with objective sheet.

  C. Provide students with information, assignment, and job sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Demonstrate and discuss procedures outlined in job sheets.

  G. Develop appropriate learning activities for special needs students.

  H. When discussing Objective 13, have students make a list of free art supplies and where they can be obtained in their local community.

  I. Review unit on Developing a Positive Self-Image from Volume I of Child Care. Emphasize to students the importance of saying the right things to children when talking about their artwork.

  J. Have students make a list of phrases to use when talking to children about their artwork.

  K. When doing Assignment Sheet #3, allow students to use their own cards or duplicate the sample card provided.

  L. Have students discuss how they felt when they were little and their artwork was not appreciated.

  M. Discuss with students what they should do when children are reluctant to be involved in art activities

  EXAMPLE: Child does not want to finger paint

  N. Review Job Sheets #1 and #3 from Unit II, Fostering Creativity Through Play.

  O. Have students make a recipe book of art supplies that they could make.

  EXAMPLES: Flour paste; play dough

  P. Review with students Assignment Sheet #3 from Unit III, Unit Planning and Scheduling, when doing Assignment Sheet #3 of this unit.

SUGGESTED ACTIVITIES

   Q. Emphasize to students the importance of displaying artwork at the child's eye level.

   R. Give test.

   S. Reteach, if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheets

   D. Assignment sheets

      1. Assignment Sheet #1--Inventory Art Materials

      2. Assignment Sheet #2--Answer Questions About Art Activities

      3. Assignment Sheet #3--Complete Art Activity Cards

      4. Assignment Sheet #4--Evaluate an Art Activity and an Art Area in a Child Care Center

   E. Answers to assignment sheets

   F. Job sheets

      1. Job Sheet #1--Present Paint Activities To Children

      2. Job Sheet #2--Present Drawing Activities To Children

      3. Job Sheet #3--Present Collage Activities To Children

      4. Job Sheet #4--Present Woodworking Activities To Children

      5. Job Sheet #5--Present Block Activities To Children

   G. Test

   H. Answers to test

III. Unit references

   A. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

   B. Berger, Kathleen Stassen. *The Developing Person*. New York, New York: Worth Publishers, Inc., 1980.

   C. Cherry, Clare. *Creative Art for the Developing Child.* Belmont, California: Pitman Learning, Inc., 1972.

SUGGESTED ACTIVITIES

D. Conger, Flora Stabler, and Rose, Irene B. *Child Care Aide Skills.* New York: Gregg Division, McGraw-Hill Book Company, 1979.

E. Loveless, Susan Catlett. *Oklahoma Child Development Associate: Creative Arts and Program Planning.* Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

F. McCoy, Edwardine. *Kindergarten Activities.* Durant, Oklahoma: Department of Education, Southeastern State University, 1971.

G. Rose, Irene B., and White, Mary Elizabeth. *Child Care and Development Occupations: Competency Based Teaching Modules.* Atlanta: Atlanta Public Schools, 1974.

ART
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Art--Means of self-expression in visual and tactile forms

B. Creativity--Way of thinking, acting, or making something that is original for the individual and valued by that person

C. Collage--Art form in which bits of objects such as newspapers, cloth, or seeds are glued on a surface and have no definite relationship to each other

D. Unit system--Different sizes and shapes of blocks in a set will have a definite relationship to each other; all blocks will be either multiples of the block or related to it in width, thickness, or length

(NOTE: Standard unit for solid wood blocks is 1 3/8 inches x 2 3/4 inches x 5 1/2 inches.)

E. Tactile--Perceived by the sense of touch

II. Ways children respond to art activities (Assignment Sheet #4)

A. Children delight in self-expression and in representing the way things look

B. Children create what is important to them

C. Children use colors which please them

(NOTE: These colors may bear little relation to the actual colors of the object created.)

D. Children enjoy using imagination with freedom

(NOTE: Copying changes the whole experience for children. Children who have had coloring books tend to lose the capacity to perceive in individual ways and with naturalness.)

E. Techniques or skills in art activities are not important for young children

(NOTE: The process is far more important than the product. Of importance is the expression of feelings, seeing things, and the satisfaction and release which this expression brings.)

INFORMATION SHEET

III. Values of art activities

- A. Means of self-expression in visual and tactile forms
- B. Provide opportunities to explore and experiment
- C. Help child express his or her feelings about self and the world
- D. Strengthen ability to imagine and to observe
- E. Provide opportunities for physical growth, exercise, and motor coordination
- F. Provide opportunity for the development of simple appreciation of art
- G. Help child develop responsibility in caring for art supplies and equipment
- H. Help child grow socially

  EXAMPLES: Sharing, decision making, cooperation, self-control

- I. Have therapeutic values

  EXAMPLE: Child can express feelings that are otherwise unacceptable and can learn to handle such feelings in an acceptable manner

IV. Guidelines for enhancing creative art activities (Job Sheets #1, #2, #3, #4, and #5)

(NOTE: Basic art materials such as finger paints, easel paints, clay, or blocks are the most valuable art materials.)

- A. Allow children to use art as a means of self-expression
- B. Enforce limits as to where children may use art materials

  (NOTE: Do not expect the child to be neat at all times.)

- C. Give approval of each child's attempts
- D. Raise questions to stimulate thought
- E. Display work of each child

  (NOTE: This display, whether in the home or classroom, lets the child know that his or her work is enjoyed.)

- F. Give children uninterrupted time
- G. Have quality art materials for children to use
- H. Give children help when needed

INFORMATION SHEET

V. Obstacles which prevent creative thinking

   A. Peer and adult pressure for conformity

   B. Pressure against questioning and exploration

   C. Emphasis on sex-role differences

   D. Success-oriented culture which makes children afraid to try a new approach

   E. Emphasis on work rather than play

   F. Emphasis on product rather than process of self expression

VI. Sequential stages of self expression in children's art

(NOTE: The child will go through all these stages regardless of age, whenever a new medium is introduced.)

   A. Placement stage--The child experiments with placing marks on paper, using various scribbles to cover all or part of the page

   B. Shapes stage--The child tries to make basic shapes, such as a circle, an X, or a square

   C. Design stage--The child uses basic shapes to make a design

      EXAMPLES: A circle in a circle; a series of crosses

   D. Pictorial stage--At this stage the child tries to make pictures of real objects

      EXAMPLES: House; car; dog; cat

VII. Function of the caregiver in creative art activities (Job Sheets #1, #2, #3, #4, #4, and #5)

   A. To create an environment that fosters growth, that challenges, and that stimulates

      (NOTE: The environment should provide for blocks of uninterrupted time, a variety of open-ended materials, and adequate space.)

   B. To provide individual attention

   C. To consider child's developmental level

   D. To properly display child's project

   E. To protect child's clothing

INFORMATION SHEET

VIII. Suggested locations of art activities (Assignment Sheets #2 and #4)

- A. Near water supply
- B. In a well-lighted area
- C. Out of traffic patterns
- D. On low cupboards
- E. Near place where finished art projects can dry
- F. On a washable floor

IX. Art activities suitable for different age groups (Assignment Sheet #3)

DEVELOPMENTAL LEVEL	GENERAL CHARACTERISTICS	ART ACTIVITIES AND MATERIALS
Two year-olds (Art experience new to the child)	Marking not confined to paper; large muscles used; short attention span	Large crayons; play dough; tempera paint with few colors and large brush
Three year-olds	Short attention span; exploratory activities; shape and form appearing; increasing control	Play dough or clay; cutting activities begin; tempera paint with a variety of colors
Four year-olds	Longer attention span; socializing during art activity	Large paper with various size brushes; collage construction objects; murals and decorating for holidays
Five year-olds	Identify what they are doing or painting; may criticize others' work; call attention to own successes	Mix paint to get various colors; carpentry; printing with various materials and tools

INFORMATION SHEET

X. Art activities for children

- A. Brush painting
- B. Drawing with crayons or chalk
- C. Modelling with clay, play dough, and paper mache'
- D. Cutting and tearing
- E. Finger painting
- F. Using blocks
- G. Making collages
- H. Modelling with pipe cleaners
- I. Woodworking

(NOTE: Provide real tools and materials for the child to use in this activity.)

XI. Problems and solutions related to art

CHILD'S BEHAVIOR	POSSIBLE CAUSE	POSSIBLE SOLUTION
Always draws the same thing	Using same supplies	Vary supplies
Never talks about artwork	Is afraid to express feelings	Become child's friend; invite trust, but do not push
Is afraid to put pressure on crayons or to use paint freely	Child's clothing may not be properly protected	Use smocks or plastic aprons
Paints sloppily	Standards may be too high	Let child enjoy painting and do not expect too much

XII. Items to collect which are useful in an art program (Assignment Sheet #1)

- A. Small plastic containers with lids for paint
- B. Containers for water and brushes

  EXAMPLE: Plastic food containers
- C. Rags

  (NOTE: Those approximately the size of a man's handkerchief are best.)

INFORMATION SHEET

D. Sponges

E. Ice cream-type sticks for stirring paint

F. Trays, muffin tins, or soft drink cartons for paints

G. Plastic and foil containers

EXAMPLES: Aluminum pie pans; TV dinner trays; bottom part of bleach bottle or milk container

H. Boxes for storing items

I. Newspapers

XIII. Suggested sources of free materials for art activities (Assignment Sheet #3)

MATERIAL	ACTIVITY	SOURCE
Dried egg shells	Collage	Ask families to save
Packing materials	Collage	Electronic supply house, china shop
Woodshavings	Collage	Building site or woodworking shop
Scrap suede and leather	Collage	Leather shop
Empty fabric bolts	Collage base	Fabric stores
Nature materials	Collage	Woods, backyards
Wallpaper sample book	Collage, bulletin board	Wallpaper store, lumberyard
Carpet scraps	Collage	Carpet store
Greeting cards	Collage	Ask families to save
Computer paper	Drawing with crayons	Office with computer
Ends of newsprint rolls	Easel painting; murals	Newspaper office, print shop
Aluminum pie pans and TV dinner plates	Glue holder	Ask families to save
Plastic bottles	Water play	Beauty shops, ask families to save
Art paper	Drawing, painting	Print shop

INFORMATION SHEET

XIV. Ways a child can help during cleanup

- A. Return brushes and paints to proper place
- B. Hang up aprons or other protective clothing
- C. Return clay or play dough to airtight containers
- D. Wipe up spills with sponges
- E. Return blocks to box or shelves
- F. Place construction paper scraps in proper place
- G. Place crayons in box
- H. Return scissors to storage area
- I. Put artwork in designated place for safekeeping

XV. Suggested ways to display children's artwork (Assignment Sheet #4)

- A. Artwork should be placed at children's eye level

  (NOTE: Items should be displayed so children can approach, touch, feel, and smell.)

- B. Caregivers should not "improve on" child's artwork
- C. Be sure child's name is on the artwork
- D. Be sure each child has something displayed

ART
UNIT IV

ASSIGNMENT SHEET #1--INVENTORY ART MATERIALS

NAME ______________________ SCORE ______________

Children enjoy art. It helps them express their feelings, learn to control their bodies, and show their creativity. It is the responsibility of the child care worker to provide a variety of materials for children to use for art experiences. These materials can be gathered from many sources and it is not necessary to purchase all items used for art experiences.

Complete the following chart by taking inventory of a child care center.

(NOTE: All child care centers will not have all of these items.)

ITEM	DESCRIPTION	WHERE, HOW STORED	ACTIVITY(IES) IN WHICH ITEM IS USED
Brown paper			
Brushes			
Chalk			
Clay			
Crayons			
Clothespins			
Construction paper			
Containers cans with smooth edges foil pans plastic jars trays paper cups			
Easels			
Fabric scraps			
Felt tip pens			
Foil			
Glue			
Knives			
Measuring cups			

ASSIGNMENT SHEET #1

ITEM	DESCRIPTION	WHERE, HOW STORED	ACTIVITY(IES) IN WHICH ITEM IS USED
Measuring spoons			
Manila paper			
Mixing bowls			
Nails			
Newspaper			
Newsprint			
Paste			
Pipe cleaners			
Play dough			
Rolling pins			
Scissors			
Shelf paper			
Sponges			
String			
Spoons			
Tools			
Wallpaper			
Workbench			
Wood scraps			

ART
UNIT IV

ASSIGNMENT SHEET #2--ANSWER QUESTIONS ABOUT ART ACTIVITIES

NAME ______________________ SCORE ______________

Each art activity is different and certain types of equipment and supplies are needed before the activity can be a success.

Using the Information Sheet and additional references, gather information about art activities. Read the following situations and answer the questions.

PART I

Easel painting for three year-olds

A. What equipment is needed? ______________________

____

____

____

B. What type of floor covering would be best on the floor? ______________________

____

C. Where should the activity be located in the classroom? ______________________

____

____

D. What should be done with the finished art project? ______________________

____

____

PART II

Collage activity for four year-olds

A. What equipment is needed? ______________________

____

____

____

ASSIGNMENT SHEET #2

B. Where can material for the collage be obtained?

C. What should be done with the finished art project?

PART III

Carpentry activity for five year-olds

A. What equipment is needed?

B. Why should this activity be closely supervised?

C. Where should this activity be located in the classroom?

ART
UNIT IV

ASSIGNMENT SHEET #3--COMPLETE ART ACTIVITY CARDS

NAME ________________________________ SCORE ________________

Organized activities that are ready for the children is the key to presenting successful learning experiences.

Using art activities book, the blank activity card provided, and nine cards of your own, complete 10 art activity cards.

Following is a list of suggested activities:

A. Building with blocks

B. Modelling clay

C. Weaving

D. Collage activity

E. Easel painting

F. String painting

G. Woodworking

ASSIGNMENT SHEET #3

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME ______________________

DATE ______________________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from *Child Development Associate Curriculum*, developed under the direction of Susan Catlett Loveless, January, 1981.

CC II - 149-C

ART
UNIT IV

ASSIGNMENT SHEET #4--EVALUATE AN ART ACTIVITY AND AN ART AREA IN A CHILD CARE CENTER

NAME ______________________________ SCORE ____________________

The surroundings in which one works is important. If the classroom is well organized, children will have a better place in which to work.

PART I

Using the questions below, evaluate a child care center.

		YES	NO
A.	Is the classroom pleasing to the eye?	_____	_____
B.	Are materials easily available to the children, and are they easy to put back?	_____	_____
C.	Are children's art projects displayed properly with their names on them?	_____	_____
D.	Do the child caregivers praise the children as they work?	_____	_____
E.	Do the children have plenty of time to finish their work?	_____	_____
F.	Do the children have freedom to express their own creativity?	_____	_____
G.	Are art supplies properly stored?	_____	_____
H.	Are art activities conducted near a water supply?	_____	_____
I.	Are the areas where art activities are conducted well lighted?	_____	_____
J.	Are activities conducted out of the path of traffic?	_____	_____

PART II

It is important to present activities to children in an orderly and organized manner.

Using the questions below, evaluate an art activity that you have presented to children.

		YES	NO
A.	Did I have all the equipment and supplies needed ahead of time?	_____	_____
B.	Did I protect the children's clothing?	_____	_____
C.	Did I display the children's finished project properly?	_____	_____
D.	Did I write the children's names or help them write names on the finished project?	_____	_____

ASSIGNMENT SHEET #4

		YES	NO
E.	Did I have adequate protection for the table and other equipment being used?		
F.	Did I give the children individual attention?		

G. What changes would you make?

H. If no changes, why not?

ART
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: These are suggested answers.)

PART I

A. Easel, paper, paint, paintbrushes, smocks, or plastic aprons

B. Washable vinyl

C. Near water and a sink and in well-lighted area

D. Art should be properly displayed at the child's eye level with the child's name on it

PART II

A. Glue, base, collage materials, child-size table and chair

B. Evaluated to the satisfaction of the instructor

C. Art should be properly displayed at the child's eye level with the child's name on it

PART III

A. Real hammer, nails, saw, non-electric drill, and soft wood

B. Yes, to help child get nail started and to supervise use of saw and drill

C. Should be located away from other activities because of the noise of the hammer

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

ART
UNIT IV

JOB SHEET #1--PRESENT PAINT ACTIVITIES TO CHILDREN

(NOTE: Paint activities are messy but they give children a chance to express their creativity and to learn colors. Protect the children's clothing with a plastic apron if possible, or a man's old shirt. Be prepared to also protect the rug and floor. While the child is painting is an excellent time to talk about colors and how they are mixed to form new colors.)

I. Finger painting

   A. Equipment and materials

      1. Glazed shelf paper
      2. Dry tempera paint
      3. Salt shaker with lots of holes
      4. Water
      5. Sponge
      6. Plastic apron or man's shirt

   B. Procedure to paint

      1. Use glazed side of wide shelf paper
      2. Wet paper generously with a sponge
      3. Put dry tempera paint in a salt shaker and allow child to shake paint on wet paper
      4. Protect children's clothing
      5. Let children paint without help
      6. Hang paintings to dry

II. Brush painting

   A. Equipment and materials

      1. Dry tempera (poster paint)
      2. Detergent or gentle soap
      3. Warm water
      4. Smooth-edged can for each color

         EXAMPLE: Frozen fruit juice cans

JOB SHEET #1

5. Brushes from 1/2 inch to one inch in size, with long handles and short, stiff bristles

6. Newsprint or wide shelf paper, no smaller than 12 x 18 inches

7. Easel

   (NOTE: This is optional.)

B. Procedure

1. Procedure to mix

   a. Pour a heaping tablespoon of powder into each can

   b. Add a teaspoon of detergent or gentle soap to each can

   c. Add just enough warm water to make mixture creamy thick

      (NOTE: If too thin, mixture runs too easily. If some is left over, store with a cover and add more water as needed later.)

2. Procedure to paint

   a. Pin or tack paper to easel or place on child's-height table or floor

   b. Have children dip their paintbrushes in paint, demonstrate to children how to drain the brush slightly against the edge of the can to prevent an overloaded brush

      (NOTE: It is best to have one brush for each color.)

   c. Let picture dry

   d. Clean brushes with warm water or with soap and water

III. Blot painting

A. Equipment and materials

1. Finger paint or very thick poster paint

2. Sheet of paper

B. Procedure

1. Drop one or two blobs of paint on sheet of paper

2. Help child fold paper in half

3. Let him or her push the paint around with fingers or fist, forming odd-shaped blots

   (NOTE: Children love this and have fun describing what it looks like to them.)

JOB SHEET #1

IV. Sponge painting

A. Equipment and materials

1. Sponge
2. Scissors
3. Poster paint
4. Dish
5. Sheet of paper

B. Procedure

1. Cut a one- or two-inch square from a sponge
2. Put some rather thick poster paint in a dish
3. Wet sponge
4. Squeeze sponge to soften
5. Let children use sponge instead of brush to paint

   (NOTE: If a child objects to getting his or her hands in the paint, clothespins make excellent handles for the sponge pieces.)

V. Soap painting

A. Equipment and materials

1. Soap flakes or beads

   (NOTE: Do not use a detergent.)

2. Paintbrush
3. Dark paper
4. Food coloring or powdered tempera
5. Salt

   (NOTE: Salt gives paint a shiny effect.)

JOB SHEET #1

B. Procedure

1. Make a thick paste of soap flakes or beads
2. Give child a paintbrush and dark paper
3. Mix
4. Let the child paint a design
5. Add food coloring or powdered tempera and salt as desired for variety in color

ART
UNIT IV

JOB SHEET #2--PRESENT DRAWING ACTIVITIES TO CHILDREN

(NOTE: Small children should not be made to feel that they should make a drawing of a certain object so that someone can tell what it is, nor should they be taught how to draw certain objects or figures. As children begin to show an interest in drawing certain objects, at approximately five years, an occasional suggestion may be given.)

I. Equipment and materials for drawing

  A. Extra-large crayons, felt tip pens, and chalk

  B. Newsprint or other paper

  (NOTE: Newsprint is the cheapest type of paper and it comes in sizes large enough to allow plenty of arm movement. This is important for large muscle development. Children under six years are not ready for successful small-finger movements.)

II. Procedure--Allow the children to use the materials in their own way

ART
UNIT IV

JOB SHEET #3--PRESENT COLLAGE ACTIVITIES TO CHILDREN

(NOTE: Making collages gives a child the opportunity to explore, to try out, and to discover things to do with the objects and materials that he or she has at hand.)

I. Equipment and materials

  A. Materials to use as a base

    EXAMPLES: Newsprint; butcher paper; paper sack; cardboard; construction paper

  B. Glue

    EXAMPLES: School glue or paste

  C. Paste brush

  D. Variety of collage materials

    EXAMPLES: Buttons; seeds; macaroni; wood chips; old greeting cards; pieces of fabric; pieces of paper

    (NOTE: The list of materials to use for a collage is endless. They can be found in or out-of-doors.)

II. Procedure

  A. Display materials in an organized and attractive manner

  B. Allow children plenty of time to glue materials onto base

  C. Display finished product with children's names on it

ART
UNIT IV

JOB SHEET #4--PRESENT WOODWORKING ACTIVITIES TO CHILDREN

(NOTE: When working with wood, the child has a chance to be physically active, to concentrate, and to release emotional energy and aggressive feelings.)

I. Equipment and materials

   A. Blocks of soft wood

      EXAMPLES: White pine; spruce; poplar

   B. Real tools

      EXAMPLES: Nails; hammers; non-electric drill

   C. Accessory materials

      EXAMPLES: String; cloth; casters; bottle caps

   D. Low, sturdy table

   E. Vise for wood when cutting

II. Procedure

   A. Set up activity in area where noise does not disturb other children

      (NOTE: This is an excellent activity to have outdoors.)

   B. No more than two or three children should be present in each activity

   C. Supervise activity very closely

   D. Encourage children to keep tools in work area

   E. Help children as needed

      EXAMPLES: Start nail in wood; show children how to saw; show children how to hold the drill straight

   F. Allow children to paint and display finished products

ART
UNIT IV

JOB SHEET #5--PRESENT BLOCK ACTIVITIES TO CHILDREN

(NOTE: To interest children in the block area, a caregiver may have to provide a "pace setter" by building a structure to get the children interested. It should not be an elaborate structure, just an "eye-catcher.")

I. Equipment and materials

   A. Large hollow and/or solid wood floor blocks constructed on the unit system

   B. Props

      EXAMPLES: Miniature cars; miniature people

   C. Floor space

II. Procedure

   A. Provide blocks

   B. Allow for uninterrupted time

   C. Encourage children to begin their block building away from the source of blocks, so others can obtain blocks

   D. Adults should keep the block area as neat as possible so the children can see what they are constructing

   E. Have children help put the blocks away upon completion of this activity

ART
UNIT IV

TEST

NAME ______________________________ SCORE ________________

1. Match terms associated with art activities to their correct definitions. Write the correct numbers in the blanks.

______a. Way of thinking, acting, or making something that is original for the individual and valued by that person

______b. Different sizes and shapes of blocks in a set will have a definite relationship to each other; all blocks will be either multiples of the block or related to it in width, thickness, or length

______c. Perceived by the sense of touch

______d. Art form in which bits of objects such as newspapers, cloth, or seeds are glued on a surface and have no definite relationship to each other

______e. Means of self-expression in visual and tactile forms

1. Tactile
2. Unit system
3. Collage
4. Creativity
5. Art

2. Select from the following list ways children respond to art activities. Mark each correct answer with an "X."

______a. Children delight in self-expression and in representing the way things look

______b. Children should feel the finished product is the most important thing

______c. Children create what is important to them

______d. Children use colors which please them

______e. Other children should be able to recognize the finished product

______f. Children enjoy using imagination with freedom

______g. Techniques or skills in art activities are not important for young children

3. State four values of art activities.

a. ____

b. ____

c. ____

d. ____

TEST

4. Select from the following list guidelines for enhancing creative art activities. Mark each correct answer with an "X."

______a. Allow children to use art as a means of self-expression

______b. Provide a model

______c. Enforce limits as to where children may use art materials

______d. Provide lines to work within

______e. Give approval of each child's attempts

______f. Raise questions to stimulate thought

______g. Finish child's work

______h. Display work of each child

______i. Give children uninterrupted time

______j. Have quality art materials for children to use

______k. Give children help when needed

5. State three obstacles which prevent creative thinking.

a. ____

b. ____

c. ____

6. Match the sequential stages of self expression in children's art to their correct descriptions. Write the correct numbers in the blanks.

______a. At this stage the child tries to make pictures of real objects

______b. The child uses basic shapes to make a design

______c. The child experiments with placing marks on paper, using various scribbles to cover all or part of the page

______d. The child tries to make basic shapes, such as a circle, an X, or a square

1. Pictorial stage
2. Design stage
3. Shapes stage
4. Placement stage

TEST

7. Discuss the function of the caregiver in creative art activities.

____

____

____

____

____

8. Select from the following list suggested locations of art activities. Mark each correct answer with an "X."

______a. Anywhere
______b. Near water supply
______c. In a well-lighted area
______d. Near the piano
______e. Out of traffic patterns
______f. On low cupboards
______g. Near place where finished art projects can dry
______h. On a small piece of paper
______i. On a washable floor

9. Complete the following chart on art activities suitable for different age groups. Answer one from each category.

DEVELOPMENTAL LEVEL	GENERAL CHARACTERISTICS	ART ACTIVITIES AND MATERIALS
Two year-olds (Art experience new to the child)	Marking not confined to paper; large muscles used; short attention span	a. __________ __________
Three year-olds	b. __________ __________	Play dough or clay; cutting activities begin; tempera paint with a variety of colors
Four year-olds	Longer attention span; socializing during art activity	c. __________ __________
Five year-olds	d. __________ __________	Mix paint to get various colors; carpentry; printing with various materials and tools

TEST

10. List six art activities for children.

a. ______

b. ______

c. ______

d. ______

e. ______

f. ______

11. Complete the following chart on problems and solutions related to art.

CHILD'S BEHAVIOR	POSSIBLE CAUSE	POSSIBLE SOLUTION
Always draws the same thing	a. ______	Vary supplies
Never talks about artwork	Is afraid to express feelings	b. ______ ______
Is afraid to put pressure on crayons or to use paint freely	c. ______ ______	Use smocks or plastic aprons
Paints sloppily	Standards may be too high	d. ______ ______

12. List six items to collect which are useful in an art program.

a. ______

b. ______

c. ______

d. ______

e. ______

f. ______

TEST

13. Complete the following chart on suggested sources of free materials for art activities.

MATERIAL	ACTIVITY	SOURCE
Dried egg shells	a. ______________	Ask families to save
Packing materials	Collage	b. ______________
Woodshavings	c. ______________	Building site or woodworking shop
Scrap suede and leather	Collage	d. ______________
Empty fabric bolts	e. ______________	Fabric stores
Nature materials	Collage	f. ______________
Wallpaper sample book	g. ______________	Wallpaper store, lumberyard
Carpet scraps	Collage	h. ______________
Greeting cards	i. ______________	Ask families to save
Computer paper	Drawing with crayons	j. ______________
Ends of newsprint rolls	k. ______________	Newspaper office, print shop
Aluminum pie pans and TV dinner plates	Glue holder	l. ______________
Plastic bottles	m. ______________	Beauty shops, ask families to save
Art paper	Drawing, painting	n. ______________

14. Select from the following list ways a child can help during cleanup. Mark each correct answer with an "X."

______a. Return brushes and paints to proper place

______b. Get out of the way

______c. Hang up aprons or other protective clothing

______d. Return clay or play dough to airtight containers

______e. Have child make sure he or she does a thorough job

______f. Wipe up spills with sponges

TEST

_____g. Return blocks to box or shelves

_____h. Place construction paper scraps in proper place

_____i. Place crayons in box

_____j. Return scissors to storage area

_____k. Put artwork in designated place for safekeeping

_____l. Have child throw away poorly done work

15. State suggested ways to display children's artwork.

a. ____

b. ____

c. ____

d. ____

(NOTE: Test questions 16-20 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

16. Inventory art materials.

17. Answer questions about art activities.

18. Complete art activity cards.

19. Evaluate an art activity and an art area in a child care center.

20. Demonstrate the ability to

    a. Present paint activities to children.

    b. Present drawing activities to children.

    c. Present collage activities to children.

    d. Present woodworking activities to children.

    e. Present block activities to children.

ART
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 300.)

1. (10 points)

   a. 4 d. 3

   b. 2 e. 5

   c. 1

2. (14 points)

   a, c, d, f, g

3. (8 points)

   Answer should include any four of the following

   a. Means of self-expression in visual and tactile forms

   b. Provide opportunities to explore and experiment

   c. Help child express his or her feelings about self and the world

   d. Strengthen ability to imagine and to observe

   e. Provide opportunities for physical growth, exercise, and motor coordination

   f. Provide opportunity for the development of simple appreciation of art

   g. Help child develop responsibility in caring for art supplies and equipment

   h. Help child grow socially

   i. Have therapeutic values

4. (22 points)

   a, c, e, f, h, i, j, k

5. (6 points)

   Answer should include any three of the following

   a. Peer and adult pressure for conformity

   b. Pressure against questioning and exploration

ANSWERS TO TEST

c. Emphasis on sex-role differences

d. Success-oriented culture which makes children afraid to try a new approach

e. Emphasis on work rather than play

f. Emphasis on product rather than process of self expression

6. (8 points)

a. 1

b. 2

c. 4

d. 3

7. (5 points)

Discussion should include

a. To create an environment that fosters growth, that challenges, and that stimulates

b. To provide individual attention

c. To consider child's developmental level

d. To properly display child's project

e. To protect child's clothing

8. (18 points)

b, c, e, f, g, i

9. (8 points)

Answer should include one from each category

a. Large crayons, play dough, tempera paint with few colors and large brush

b. Short attention span, exploratory activities, shape and form appearing, increasing control

c. Large paper with various size brushes, collage contruction objects, murals and decorating for holidays

d. Indentify what they are doing or painting, may criticize others' work, call attention to own successes

ANSWERS TO TEST

10. (6 points)

Answer should include any six of the following

a. Brush painting

b. Drawing with crayons or chalk

c. Modelling with clay, play dough, and paper mache'

d. Cutting and tearing

e. Finger painting

f. Using blocks

g. Making collages

h. Modelling with pipe cleaners

i. Woodworking

11. (8 points)

a. Using same supplies

b. Become child's friend; invite trust, but do not push

c. Child's clothing may not be properly protected

d. Let child enjoy painting and do not expect too much

12. (6 points)

Answer should include any six of the following

a. Small plastic containers with lids for paint

b. Container for water and brushes

c. Rags

d. Sponges

e. Ice cream-type sticks for stirring paint

f. Trays, muffin tins, or soft drink cartons for paints

g. Plastic and foil containers

h. Boxes for storing items

i. Newspapers

ANSWERS TO TEST

13. (28 points)
    - a. Collage
    - b. Electronic supply house, china shop
    - c. Collage
    - d. Leather shop
    - e. Collage base
    - f. Woods, backyards
    - g. Collage, bulletin board
    - h. Carpet store
    - i. Collage
    - j. Office with computer
    - k. Easel painting, murals
    - l. Ask families to save
    - m. Water play
    - n. Print shop
14. (24 points)

    a, c, d, f, g, h, i, j, k
15. (4 points)
    - a. Artwork should be placed at children's eye level
    - b. Caregiver should not "improve on" child's artwork
    - c. Be sure child's name is on the artwork
    - d. Be sure each child has something displayed
16. Evaluated to the satisfaction of the instructor (10 points)
17. Evaluated to the satisfaction of the instructor (15 points)
18. Evaluated to the satisfaction of the instructor (50 points)
19. Evaluated to the satisfaction of the instructor (5 points)

ANSWERS TO TEST

20. Performance skills evaluated to the satisfaction of the instructor
    a. (25 points)
    b. (5 points)
    c. (5 points)
    d. (5 points)
    e. (5 points)

MUSIC
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and carry out music activities for children. This knowledge will be shown by completing assignment sheets, job sheet, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with music to the correct definitions.
2. State criteria for selecting children's songs.
3. Select from a list criteria for selecting children's musical instruments.
4. List criteria for selecting children's music.
5. Discuss ways to foster creativity with music.
6. Select from a list social and emotional values of music.
7. Select from a list ways music can be used to guide behavior.
8. State ways to supervise music activities.
9. List simple rhythmic patterns.
10. Select songs for children's learning activities.
11. Sing children's songs.
12. Complete fingerplay activities with children.
13. Select music activities to guide behavior.
14. Complete music activity cards.
15. Evaluate a music activity.
16. Demonstrate the ability to make rhythm instruments.

MUSIC
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheet.

   G. Develop appropriate learning activities for special needs students.

   H. Have students make a display of musical instruments and discuss them with the children. Allow the children to use the instruments.

   I. Discuss with students their own musical experiences. Ask them how their own musical experiences influenced their present attitude toward music.

   J. If possible, demonstrate musical instruments to students.

   K. Discuss the use of tape recorder and record players in music activities.

   L. Following are suggested records that could be used when planning music activities for children.

      1. "Mother Goose."

      2. "The Hokey Pokey."

      3. "Quiet Time."

      4. "Pretend To Be."

      5. "Adventures In Sound."

      6. "Musicland."

      7. "Rhythm and Rhyme."

      8. "Color Me A Rainbow."

      (NOTE: Records one through eight are long-playing albums and are available from Melody House Publishing Co., Educational Recordings, 819 N.W. 92nd Street, Oklahoma City, Oklahoma 73114.)

SUGGESTED ACTIVITIES

9. "Learning Basic Skills Through Music," Volume I.
10. "Learning Basic Skills Through Music," Volume II.
11. "Learning Basic Skills Through Music, Health, and Safety."
12. "Getting To Know Myself."
13. "Creative Movement and Rhythmic Exploration."

(NOTE: Records nine through 13 are long-playing albums and are available from Hap Palmer, Educational Activities, Inc., Freeport, New York 11520.)

14. "Songs To Grow On," Volume II.
15. "Folk Songs For Young People."
16. "And One And Two."
17. "Songs For Young Folk."
18. "Animal Folk Songs."
19. "Bigger Fishes, And The Foolish Frog."
20. "Grow Up With Ella Jenkins."
21. "You'll Sing A Song And I'll Sing A Song."
22. "Rhythm And Game Songs For The Little Ones."

(NOTE: Records 14 through 22 are long-playing albums and are available from Folkway Records, 43 West 61st Street, New York, New York 10023.)

M. When doing Assignment Sheet #3, have students do a notebook of fingerplays.

N. Have students demonstrate the instruments made in Job Sheet #1.

O. Review with students components of an activity card from Unit III, Unit Planning and Scheduling.

P. Arrange a study tour so students can visit a music store.

Q. Arrange for a resource person to demonstrate how to play an Autoharp.

R. Have students make musical instruments for the children from empty film containers. These containers can be obtained from film or camera stores.

S. Give test.

T. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Select Songs for Children's Learning Activities

    2. Assignment Sheet #2--Sing Children's Songs

    3. Assignment Sheet #3--Complete Fingerplay Activities with Children

    4. Assignment Sheet #4--Select Music Activities to Guide Behavior

    5. Assignment Sheet #5--Complete Music Activity Cards

    6. Assignment Sheet #6--Evaluate a Music Activity

  E. Answers to assignment sheets

  F. Job Sheet #1--Make Rhythm Instruments

  G. Test

  H. Answers to test

III. Unit references

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MUSIC
UNIT V

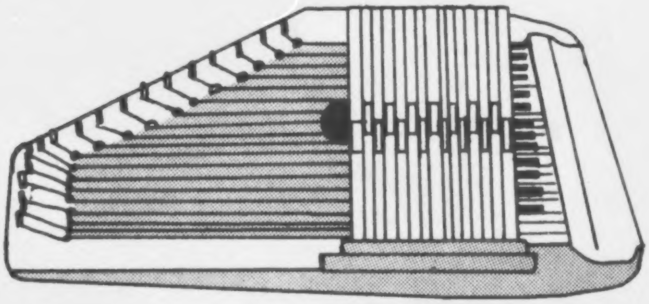
INFORMATION SHEET

I. Terms and definitions

A. Autoharp--Musical instrument consisting of a flat sounding box with numerous strings stretched over it; is placed on a horizontal surface; is played with the fingers or a plestrum (Figure 1)

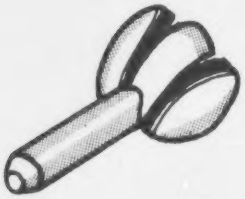
(NOTE: A plestrum is a small piece of wood, metal or ivory, for plucking strings. The autoharp is capable of chords by arrangement of dampers and is easily learned.)

FIGURE 1



B. Castanets--Pair of shells of hard wood held in the palm of the hand and struck together as an accompaniment to music and dancing (Figure 2)

FIGURE 2



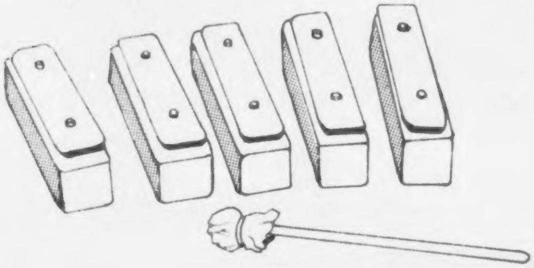
C. Pendulum swing--Moving to and fro or from side to side in a regular motion

D. Pitchpipe--Small pipe sounded with the breath to give the pitch for singing

INFORMATION SHEET

E. Resonator bells--An instrument that reinforces musical sounds and musical tones by reflection (Figure 3)

FIGURE 3



F. Rhythm--Movement with uniform repeating of a beat or accent

G. Synchronize--To occur at the same time or to cause to go on at the same rate and exactly together

H. Tambourine--Small drum consisting of a circular wooden frame with a skin stretched over it and several pairs of metal disks inserted into the frame; is played by striking with the knuckles or by shaking

II. Criteria for selecting children's songs (Assignment Sheets #1, #2, and #4)

(NOTE: Musical literature most loved by children of preschool age consists of Mother Goose and nursery rhymes set to music; songs about animals; everyday events, activities, and places; folk songs; songs built around seasonal and holiday themes, and popular music.)

A. Select songs that have a happy, lively quality

B. Select songs within the child's voice range of middle C to G or A

(NOTE: C, G, and A are musical notes. Children are usually able to sing songs written within this range.)

C. Select songs with lots of rhythm

D. Select songs that are short and repetitive

INFORMATION SHEET

- E. Select songs that have nonsense words

  EXAMPLE: "Nick Nack Paddy Wack"

- F. Select songs that children can act out

  EXAMPLE: Fingerplays

- G. Select songs that children have sung before

III. Criteria for selecting children's musical instruments (Job Sheet #1)

- A. Lightweight and portable
- B. Strong and durable
- C. Good tonal quality

  (NOTE: Real instruments provide a much richer tone quality and are more satisfying to children than toy instruments. Some percussion instruments can be handmade and still provide acceptable sound and durability.)

- D. Simple to play

IV. Criteria for selecting children's music (Assignment Sheets #2 and #4)

- A. Variety

  EXAMPLE: Classical; jazz; folk songs; modern

- B. Strong rhythm or quietly soothing
- C. Repetitive
- D. Short
- E. Interesting melody
- F. Tells a story

V. Ways to foster creativity with music (Assignment Sheets #1, #2, and #3)

(NOTE: Children may not always sing words together or in the same tune. It is important to let children express themselves in their own way.)

- A. Singing
  1. Provide a relaxed environment for children to create their own songs

     (NOTE: If possible, include children's names or something they are wearing or doing in a song.)

INFORMATION SHEET

2. Give children opportunity to experience songs in everyday living

   EXAMPLES: Records; caregiver or child's mother singing

3. Use suitable techniques to teach songs

   (NOTE: Caregiver should not be disappointed if children do not join in the singing at first.)

   EXAMPLE: Sing song through in its entirety at the normal pace several times; let children join in whenever they wish; sing song several days consecutively

4. Teach song without any music being played

   (NOTE: Autoharp and guitar will not dominate the song. If the piano is used, play only the melody.)

B. Playing musical instruments

1. Allow children to use instruments to discover different sound qualities

2. Demonstrate instruments in different ways

   EXAMPLES: Accompany song and movement; create original tunes and sounds

3. Provide a variety of instruments

   EXAMPLES: Drums; bells; tambourines; triangles; horns; shakers; wooden blocks covered with sandpaper for children to rub against each other

C. Listening to music

1. Caregiver should encourage children to listen to music by showing his or her interest in listening

2. Often play music the children enjoy

3. Encourage children to be active listeners

   (NOTE: Children should be encouraged to respond to music with movement, creative dance, instrumental experimentation, and singing.)

D. Using rhythmic movement

1. Allow children to establish a foundation for understanding rhythmic movement

   EXAMPLES: Teeter-totter; swings; rocking chair; rocking horse

INFORMATION SHEET

2. Provide activities to help children discover the many different parts of their body and that they control these parts

   EXAMPLES: Have children get from one side of the room to the other without using their feet; have children move their smallest part; have children move their largest part.

3. Provide opportunities that encourage children to move spontaneously to music

4. Allow children to experiment with movements

   EXAMPLES: Improvise dance steps; develop rhythmic patterns; provide children with scarves, balloons, or hoops to use when moving to the rhythm of the music

VI. Social and emotional values of music (Assignment Sheet #6)

- A. Encourages enjoyment of music
- B. Builds self-confidence
- C. Helps children communicate
- D. Builds vocabularies
- E. Strengthens concepts

  EXAMPLE: The concept of up and down can be stressed in a song about Jack and Jill

- F. Outlet for self-expression

VII. Ways music can be used to guide behavior (Assignment Sheet #4)

- A. Can change the pace
- B. Can aid in transition time
- C. Can release tension
- D. Can aid in children following directions

VIII. Ways to supervise music activities (Assignment Sheet #5)

- A. Be sure children are comfortable and can see caregiver
- B. Be sure background noise does not distract children
- C. Do not drag out songs or race through them
- D. Keep your attention on the children

INFORMATION SHEET

IX. Simple rhythmic patterns (Job Sheet #1)

A. Walking

B. Running

C. Jumping

D. Marching

E. Tiptoeing

F. Hopping

G. Skipping

H. Galloping

I. Dancing

J. Sliding

K. Skating

L. Swinging

M. Keeping time

MUSIC
UNIT V

ASSIGNMENT SHEET #1---SELECT SONGS FOR CHILDREN'S LEARNING ACTIVITIES

NAME ______________________ SCORE ______________

There are many children's songbooks available with a variety of songs to be used in learning activities, and there are many sources for finding these songs. Your local library, your classroom, activity guide, or a child care employee should have a good selection.

Using children's songbooks, curriculum guides, and other available resources, select children's songs and give the source where you found the song to use in the following activity topics.

ACTIVITY TOPIC	SONG	SOURCE
Holidays Halloween		
Christmas		
Easter		
July 4th		
Thanksgiving		
Children's birthdays		
Seasons		
Body parts		
Animals		
Counting		

MUSIC
UNIT V

ASSIGNMENT SHEET #2--SING CHILDREN'S SONGS

NAME ______________________ SCORE ______________

It is important for a child caregiver to be able to sing many children's songs. Singing brings joy and happiness to children. Familiar tunes may be used to sing many different songs.

Using the unit information and children's music books, select and sing five children's songs from memory to the class. Teach one song to a group of children. List your songs below.

Song #1______________________________________

Song #2______________________________________

Song #3______________________________________

Song #4______________________________________

Song #5______________________________________

MUSIC
UNIT V

ASSIGNMENT SHEET #3--COMPLETE FINGERPLAY ACTIVITIES WITH CHILDREN

NAME ______________________________ SCORE ____________________

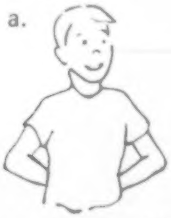
Fingerplay activities provide opportunities for added rhythmic movement experience. They also help a child locate various parts of his or her body, which is essential to the growth and development of the child.

Fingerplays are excellent activities for transition periods. They may be used while waiting for a new activity or serve as a calming technique before going home.

Study the following examples and complete fingerplay activities with children. Choose three fingerplays and use them with children in a child care center.

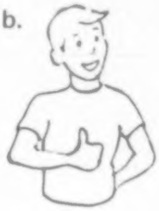
EXAMPLE 1: "Where is Thumbkin," sung to the tune of "Are You Sleeping."

a.



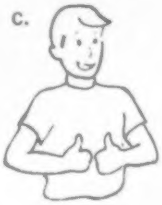
Where is Thumbkin?
Where is Thumbkin?

b.



Here I am

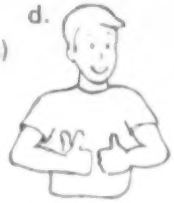
c.



Here I Am

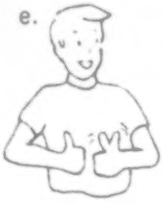
(Wiggle Thumbs)

d.



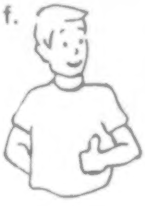
How are you
today, Sir?

e.



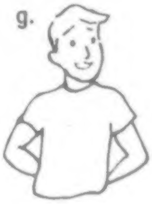
Very well,
I thank you.

f.



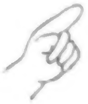
Run Away

g.

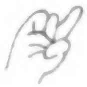


Run Away

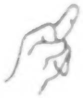
Repeat with.....



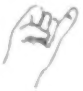
1. Pointer



3. Ring Finger



2. Tall-Finger

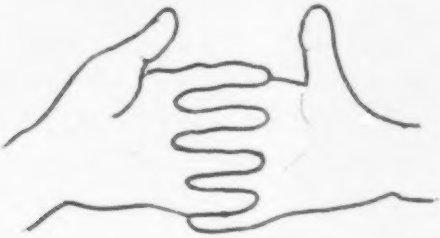


4. Pinkie

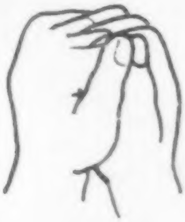
ASSIGNMENT SHEET #3

EXAMPLE 2: Chanting and rhythmic fingerplays

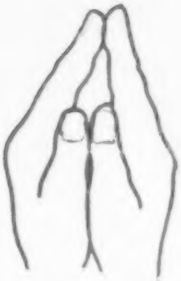
a.



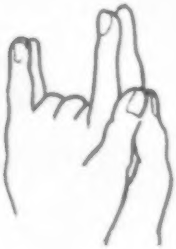
Here are Mother's
Knives and Forks



Here is Mother's Table

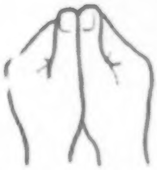


Here is Mother's Looking Glass

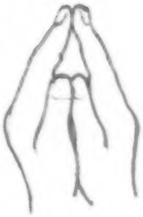


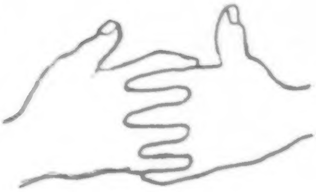
And here is Baby's Cradle

b.



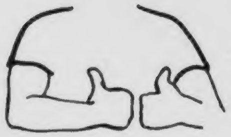
Here's the Church, Here's the Steeple,
Open the Door and See all the People



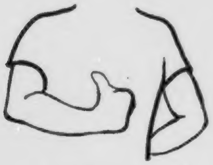


ASSIGNMENT SHEET #3

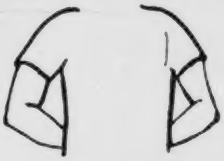
c.



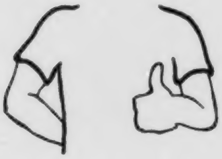
There were two blackbirds
sitting on a hill
The one named "Jack"
And the other named "Jill"



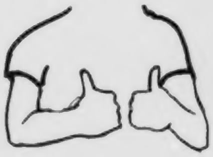
Fly away , Jack



Fly away, Jill,

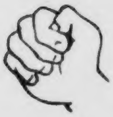


Come again, Jack,

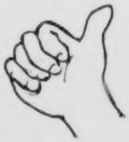


Come again, Jill

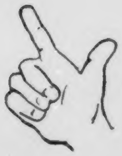
d.



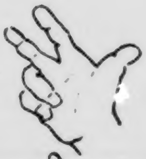
Here is a bee-hive,
Where are the bees ?
Hiding away where nobody sees
They're coming out now,
They're all alive.



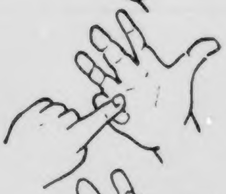
One!



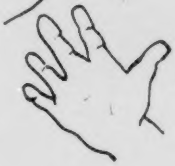
Two!



Three!



Four!



Five!

MUSIC
UNIT V

ASSIGNMENT SHEET #4--SELECT MUSIC ACTIVITIES TO GUIDE BEHAVIOR

NAME ______________________ SCORE ______________

Music can be used to guide behavior. If you want children to go from an activity in which a lot of movement and noise was involved to storytime, singing certain songs could help.

Using songbooks, music activity guide, or an interview with an employee of a child care center, select music activities to guide behavior for the following situations.

SITUATION A--Children are going from free choice time to storytime.

Music activity ____

SITUATION B--Children are moving from lunch to cleanup time.

Music activity ____

SITUATION C--Children are moving from cleanup to rest time.

Music activity ____

SITUATION D--Children are going from inside play to outside play.

Music activity ____

MUSIC
UNIT V

ASSIGNMENT SHEET #5--COMPLETE MUSIC ACTIVITY CARDS

NAME ______________________________ SCORE ____________________

Having activities well organized and ready for children is the key to presenting activities.

Using children's music books, the blank activity card provided, and nine cards of your own, complete 10 music activity cards.

Following is a list of suggested activities.

A. Holidays

B. Different seasons

C. Animals

D. Body parts

ASSIGNMENT SHEET #5

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTERS:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURES:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ______________________

DATE: ____________________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from *Child Development Associate Curriculum*, developed under the direction of Susan Catlett Loveless, January, 1979.

MUSIC
UNIT V

ASSIGNMENT SHEET #6--EVALUATE A MUSIC ACTIVITY

NAME ______________________ SCORE ______________

Having a good music activity planned is very important, but the way it is carried out is also important.

Evaluate the caregiver and children after a music activity has been completed by answering the following questions.

	YES	NO
A. CAREGIVER		
1. Could all the children see caregiver?	____	____
2. Were all the children comfortable?	____	____
3. Did caregiver explain what the children were supposed to do?	____	____
EXAMPLES: Sit in a circle; clap hands		
4. For new songs, did caregiver go over them enough times for the children to understand the words?	____	____
5. If an instrument was used, did caregiver have it ready to play?	____	____
B. CHILDREN		
1. Did the children show interest in or begin to participate in the singing activity?	____	____
2. Did the children hear and sing simple melodies?	____	____
3. Did the children enjoy and listen to the music?	____	____

C. If any checks are in the "No" column, explain what needs to be done to change this, if anything--______________________________________

MUSIC
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

MUSIC
UNIT V

JOB SHEET #1--MAKE RHYTHM INSTRUMENTS

(NOTE: Rhythm and music are closely related for young children. Learning to move rhythmically and being able to control rhythmic responses to music are important steps forward in children's cognitive development.)

I. Slim Board (Figure 4)

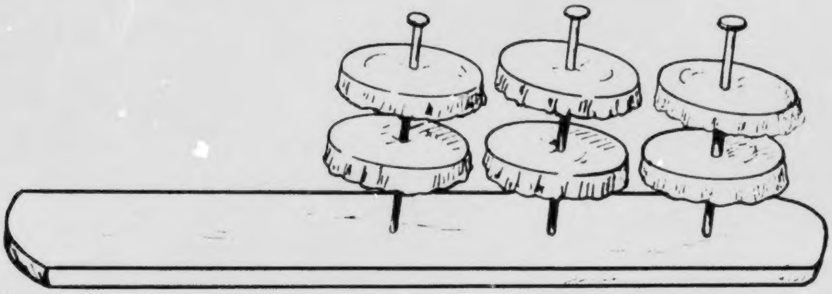
A. Equipment and supplies needed

1. Smooth, flat piece of wood approximately 12 inches long and three inches wide
2. Pop bottle lids with liners removed (not the twist-off type)
3. Hammer and nails

B. Procedure

1. Place two bottle caps together, one on top of the other
2. Drive a nail through both bottle caps into the wood, leaving enough space for bottle caps to move and make a rattling sound when shaken
3. Repeat above procedures two more times

FIGURE 4



JOB SHEET #1

II. Tambourine (Figure 5)

A. Equipment and supplies needed

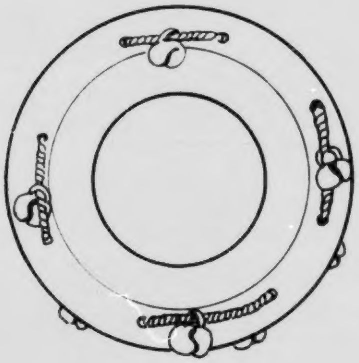
1. Two heavy-duty paper plates
2. Hole puncher
3. Brightly colored yarn
4. Approximately 12 small bells
5. Glue

B. Procedure

(NOTE: Tambourines can also be made by glueing two paper plates together with small objects inside for making noise.)

1. Glue the rims of the two paper plates together
2. Allow glue to dry
3. Punch holes approximately a half-inch from the rims of the plates and about three inches apart
4. Lace the yarn through the holes and add the bells as you work around the rim of the plate

FIGURE 5



JOB SHEET #1

III. Sandpaper blocks (Figure 6)

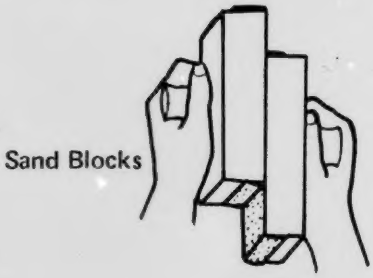
A. Equipment and supplies needed

1. Two pieces of six- x three-inch medium sandpaper
2. Two pieces of wood, approximately six inches long, three inches wide, and two inches high
3. Glue
4. Hammer and two nails with large heads
5. Two empty thread spools

B. Procedure

1. Glue sandpaper on blocks
2. Put thread spool in center of block and hammer nail through hole in spool into the block
3. Repeat step two for other block
4. Rub blocks together for an interesting sound

FIGURE 6



From Pugmire, M. C. Weller. *Experiences in Music for Young Children.* Albany, New York: Delmar Publishers, Inc., 1977. Used with permission of Delmar Publishers, Inc.

JOB SHEET #1

IV. Shakers

- A. Equipment and supplies needed
    1. Small plastic jug with lid
    2. Small objects that will fit through opening of jug
- B. Procedure
    1. Place a few small objects in the jug
    2. Put lid on jug very securely

CC II - 209-C

MUSIC
UNIT V

TEST

NAME ______________________ SCORE ______________

1. Match terms associated with music to the correct definitions. Write the correct numbers in the blanks.

_____a. Small drum consisting of a circular wooden frame with a skin stretched over it and several pairs of metal disks inserted into the frame; is played by striking with the knuckles or by shaking

_____b. Pair of shells of hard wood held in the palm of the hand and struck together as an accompaniment to music and dancing

_____c. Movement with uniform repeating of a beat or accent

_____d. Small pipe sounded with the breath to give the pitch for singing

_____e. Musical instrument consisting of a flat sounding box with numerous strings stretched over it; is placed on a horizontal surface; is played with the fingers or a plestrum

_____f. To occur at the same time or to cause to go on at the same rate and exactly together

_____g. Moving to and fro or from side to side in a regular motion

_____h. An instrument that reinforces musical sounds and musical tones by reflection

1. Autoharp
2. Tambourine
3. Synchronize
4. Rhythm
5. Resonator bells
6. Castanets
7. Pitchpipe
8. Pendulum swing

2. State five criteria for selecting children's songs.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

TEST

3. Select from the following list criteria for selecting children's musical instruments. Mark each correct answer with an "X."

______a. Lightweight and portable

______b. Many playing parts

______c. Store-bought

______d. Strong and durable

______e. Good tonal quality

______f. Simple to play

______g. Expensive

4. List three criteria for selecting children's music.

a. ______________________________

b. ______________________________

c. ______________________________

5. Discuss ways to foster creativity with music. Discuss two from each category.

a. Singing-- ______________________________

____

____

b. Playing musical instruments-- ______________________________

____

____

c. Listening to music-- ______________________________

____

____

d. Using rhythmic movement-- ______________________________

____

____

TEST

6. Select from the following list social and emotional values of music. Mark each correct answer with an "X."

_____a. Encourages enjoyment of music

_____b. Builds self-confidence

_____c. Helps children communicate

_____d. Builds vocabularies

_____e. Strengthens concepts

_____f. Outlet for self-expression

7. Select from the following list ways music can be used to guide behavior. Mark each correct answer with an "X."

_____a. Can change the pace

_____b. Can aid in transition time

_____c. Can release tension

_____d. Can aid in children following directions

8. State ways to supervise music activities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

9. List eight simple rhythmic patterns.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

TEST

(NOTE: Test questions 10-16 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Select songs for children's learning activities.
11. Sing children's songs.
12. Complete fingerplay activities with children.
13. Select music activities to guide behavior.
14. Complete music activity cards.
15. Evaluate a music activity.
16. Demonstrate the ability to make rhythm instruments.

MUSIC
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (16 points)

    a. 2
    b. 6
    c. 4
    d. 7
    e. 1
    f. 3
    g. 8
    h. 5

2. (5 points)

    Answer should include any five of the following

    a. Select songs that have a happy, lively quality
    b. Select songs within the child's voice range of middle C to G or A
    c. Select songs with lots of rhythm
    d. Select songs that are short and repetitive
    e. Select songs that have nonsense words
    f. Select songs that children can act out
    g. Select songs that children have sung before

3. (14 points)

    a, d, e, f

4. (3 points)

    Answer should include any three of the following

    a. Variety
    b. Strong rhythm or quietly soothing
    c. Repetitive
    d. Short
    e. Interesting melody
    f. Tells a story

ANSWERS TO TEST

5. (20 points)

   Discussion should include two from each of the following categories

   a. Singing

      1) Provide a relaxed environment for children to create their own songs
      2) Give children opportunity to experience songs in everyday living
      3) Use suitable techniques to teach songs
      4) Teach song without any music being played

   b. Playing musical instruments

      1) Allow children to use instruments to discover different sound qualities
      2) Demonstrate instruments in different ways
      3) Provide a variety of instruments

   c. Listening to music

      1) Caregiver should encourage children to listen to music by showing his or her interest in listening
      2) Often play music the children enjoy
      3) Encourage children to be active listeners

   d. Using rhythmic movement

      1) Allow children to establish a foundation for understanding rhythmic movement
      2) Provide activities to help children discover the many different parts of their body and that they control these parts
      3) Provide opportunities that encourage children to move spontaneously to music
      4) Allow children to experiment with movements

6. (12 points)

   a, b, c, d, e, f

7. (8 points)

   a, b, c, d

ANSWERS TO TEST

8. (4 points)
    - a. Be sure children are comfortable and can see caregiver
    - b. Be sure background noise does not distract children
    - c. Do not drag out songs or race through them
    - d. Keep your attention on the children
9. (8 points)

    Answer should include any eight of the following

    - a. Walking
    - b. Running
    - c. Jumping
    - d. Marching
    - e. Tiptoeing
    - f. Hopping
    - g. Skipping
    - h. Galloping
    - i. Dancing
    - j. Sliding
    - k. Skating
    - l. Swinging
    - m. Keeping time
10. Evaluated to the satisfaction of the instructor (20 points)
11. Evaluated to the satisfaction of the instructor (15 points)
12. Evaluated to the satisfaction of the instructor (15 points)
13. Evaluated to the satisfaction of the instructor (20 points)
14. Evaluated to the satisfaction of the instructor (50 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Performance skills evaluated to the satisfaction of the instructor (20 points)

CHILDREN'S LITERATURE
UNIT VI

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and carry out literature activities for children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. State purposes of children's books.
2. Discuss general criteria for selecting children's books.
3. Discuss criteria for selecting children's books for different ages of children.
4. Distinguish among book related interests and abilities of different ages of children.
5. Arrange in order steps for preparing to read a story to children.
6. Select from a list points to consider when reading a story aloud.
7. Discuss methods of handling problem situations which may arise during story time.
8. Discuss suggestions for using a flannel board.
9. State values of poetry in children's literature.
10. Select from a list guidelines to follow when presenting poems to children.
11. Select from a list criteria for location of book area.
12. List suggested pieces of equipment for a book area.
13. Make a poetry anthology.
14. Select books for children.
15. Evaluate children's books.
16. Read or tell a story to children.
17. Evaluate a storytelling experience.

OBJECTIVE SHEET

18. Complete literature activity cards.
19. Demonstrate the ability to
    a. Make flannel board story figures and a flannel board.
    b. Make picture books.

CHILDREN'S LITERATURE
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials planned to supplement unit.

    1. Filmstrip teaching kit--*The Preschooler*. Set of four color, 35mm filmstrips and audio cassettes, 20 minutes each, 1976. Available from Butterick Publishing, 161 Sixth Avenue, New York, New York, 10013.

    2. Filmstrip teaching kit--*The Toddler*. Set of four color 35mm filmstrips and audio cassettes, 20 minutes each, 1976. Available from Butterick Publishing, 161 Sixth Avenue, New York, New York, 10013.

  B. Provide students with objective sheet.

  C. Provide students with information, assignment, and job sheets.

  D. Discuss unit and specific objectives.

  E. Demonstrate and discuss procedures outlined in job sheets.

  F. Develop appropriate learning activities for special needs students.

  G. When doing Assignment Sheet #6, review with students components of the activity card from Unit Planning and Scheduling.

  H. Aid students with Assignment Sheet #1 by providing books, magazines, and newspapers to find poems.

  I. Have librarian speak to students about how to arrange a book area.

  J. When doing Assignment Sheets #2 and #3, provide books for students or arrange for a study tour to the library.

  K. As students read to children, tape record and allow the students to play tape back. This would be a good tool for the students to use to evaluate themselves.

  L. Have students tape record children telling stories.

  M. Give students the experience of hearing a story being told by a librarian or a child care employee.

  N. Provide commercial storytelling record for students to listen to and get ideas on how to present stories to children.

SUGGESTED ACTIVITIES

O. When doing Assignment Sheet #1, have students tell why they selected certain poems.

P. Have students make a story book about the children by taking pictures of the children and writing a story underneath the pictures.

Q. When doing Job Sheet #1, have students present stories to the class before presenting them to children. Let other students evaluate the performance.

R. If possible, videotape the students as they present the flannel board stories to children.

S. When doing Job Sheet #2, assist students with finding suitable pictures.

T. Give test.

U. Reteach, if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Make a Poetry Anthology
2. Assignment Sheet #2--Select Books for Children
3. Assignment Sheet #3--Evaluate Children's Books
4. Assignment Sheet #4--Read or Tell a Story to Children
5. Assignment Sheet #5--Evaluate a Storytelling Experience
6. Assignment Sheet #6--Complete Literature Activity Cards

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Make Flannel Board Story Figures and a Flannel Board
2. Job Sheet #2--Make Picture Books

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Benson, Ann. *Occupational Child Development*, rev. ed. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Conger, Flora Stabler, and Rose, Irene B. *Child Care Skills*. New York: Gregg Division, McGraw-Hill Book Company, 1979.

C. Loveless, Susan Catlett. *Oklahoma Child Development Associate: Creative Arts*. Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

D. Loveless, Susan Catlett. *Oklahoma Child Development Associate: Program Planning*. Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

E. Machado, Jeanne M. *Early Childhood Experiences in Language Arts*. Albany, New York: Delmar Publishers, Division of Litton Educational Publishers, Inc., 1980.

F. Wilson, Elaine. *Let's Make Picture Books*. Stillwater, Oklahoma: Oklahoma State University, Cooperative Extension Fact Sheet A2303, 1980.

CHILDREN'S LITERATURE
UNIT VI

INFORMATION SHEET

I. Purposes of children's books (Assignment Sheet #6)

   A. To help children learn about the world

   B. To provide opportunity for pleasure in learning

   C. To build a foundation for learning to read

   D. To help develop verbal skills

   (NOTE: Language provides children with vivid, imaginative, well-ordered words--words to think about, to listen to, and to try on their own. A large part of a person's working vocabulary is developed before the age of five. Because these books are not designed to teach reading skills, they can draw on a wide range of words, reflecting and enriching the children's verbal skills.)

   E. To help develop listening skills

   F. To build foundation for use and care of books

II. General criteria for selecting children's books (Assignment Sheets #2 and #6; Job Sheet #2)

   (NOTE: Story time should not exceed children's attention span.)

   A. Pictures

      1. Should tell a story

      2. Should be simple and realistic

      3. Should be easy to understand

      4. Should be related to the story

      5. Should be placed on the page with the part of the story that they illustrate

      6. Should represent a variety of media

      EXAMPLES: Painting; line drawing; collage; photograph

   B. Books

      1. Should contain only a few sentences or short paragraphs per page

      2. Should contain language that is grammatically correct

      3. Should contain repetition of words, phrases, or ideas

INFORMATION SHEET

4. Should contain writing that is clear, exact, and appropriate to the story

5. Should not distort the truth

6. Should contain some suspense

   (NOTE: A book that will frighten a child should never be read to the child.)

III. Criteria for selecting children's books for different ages of children

A. Under two years old

1. Should contain only single object per page

2. Should contain brightly colored pictures

3. Should be safe for children to put in their mouths

4. Should have tactile qualities

B. Two- and 3-year-olds

1. Text should contain no more than two lines per page

2. Should picture things children are familiar with

3. Should contain plot if applicable

   (NOTE: If there is a plot, the events should logically lead to a climax; once the climax is reached, the story should end satisfactorily.)

C. Four- and 5-year-olds

1. Should contain stories about familiar objects

   (NOTE: Introduce new concepts to the children whenever possible as long as concepts are based on experience familiar to the children. Fantasy stories should be introduced after the children know the difference between real and unreal.)

2. Stories should contain humor

IV. Book related interests and abilities of different ages of children (Assignment Sheets #2 and #3; Job Sheet #2)

A. Under two years old

1. Are becoming acquainted with environment through books

2. Can correctly point out objects

3. Show an enjoyment of words

INFORMATION SHEET

B. Two-year-olds

1. Like to turn pages
2. Like to fill in last word of a sentence
3. May pretend to pick up objects out of pictures
4. Like to hear stories about events that happen to them, or stories containing their names

C. Three-year-olds

1. Pretend to read
2. May memorize short books
3. Do not want any words or pages skipped
4. Show beginning interest in certain capital letters

   EXAMPLES: "M" for Mommy; initial letter of his or her own name

D. Four-year-olds

1. Like to follow along as book is being read
2. Generally show definite interest in learning to read

E. Five-year-olds

1. Can usually read a few words
2. Show interest in comic books
3. Can usually recognize lower case letters

V. Steps for preparing to read a story to children

A. Select book that is appropriate for children's age level

B. Select story that is of proper length for children's attention span

C. Read story through before reading to children

(NOTE: It is better to read the story so that you know it well enough that you can look at the children instead of the words on the page.)

D. Plan other activities

(NOTE: These activities should be used as tools to get the children's attention for the main activity and to give them a chance to settle down. Fingerplays are good to use.)

INFORMATION SHEET

E. Be sure there are no distractions and that the children are comfortable

EXAMPLES: Loud noise; others getting up

F. Be sure each child can see the book

G. Read the story slowly and with feeling

EXAMPLE: Use a deep voice for Papa Bear

VI. Points to consider when reading a story aloud

A. Be sure to adequately prepare

(NOTE: Practice reading the book.)

B. Provide a suitable setting

(NOTE: Be sure area is carpeted if children are sitting on floor. Caregiver should never sit in an adult chair during story time.)

C. Change voice levels

(NOTE: Talk in both low and high tones.)

D. Read slower than your regular reading rate

E. Hold book correctly

(NOTE: One hand should grip the book while the other hand turns the pages from below. Another way to hold the book is to let the book rest in the palm of the hand and turn the page from above.)

F. Avoid alternately turning the book toward yourself and then toward the children

G. Plan follow-up of story before reading the story

(NOTE: Ask questions about the story only if story is to be used to enforce a concept.)

VII. Methods of handling problem situations which may arise during story time (Assignment Sheets #4 and #5)

A. When a child wants to leave

1. Gently encourage the child to stay, but don't insist
2. If there is an assistant, let the assistant handle it; if not, try to hold off until the end of the story
3. Sometimes a reassuring arm around the child will help

INFORMATION SHEET

- B. When child has to go to the bathroom--Do not deny the child the right to go, but urge him or her to wait until the end of the story in a voice that suggests the child might miss something
- C. When child will not sit down
    1. Ignore the situation if possible
    2. Bring child next to you
    3. Provide alternative book activity
- D. When children are pushing and nudging
    1. Ignore the situation if possible
    2. Be sure children have enough room
    3. Have children sit Indian style or lie on their stomachs with chins in hands
    4. Be sure everyone can see
- E. When a child has brought a toy
    1. Have child leave toy in locker
    2. Allow child to show toy, and then set it on bookshelf or near the caregiver
- F. When child interrupts with a comment during the story
    1. Try to maintain the continuity of the story and ignore comment, if possible
    2. Accept child's suggestion
    3. Give the child a positive smile and continue the story
- G. When the group needs to be quiet
    1. Use finger games to get attention
    2. Put finger to the lip
    3. Put your hand on child's head to get his or her attention

VIII. Suggestions for using a flannel board (Assignment Sheet #6; Job Sheet #1)

- A. Placing flannel board
    1. Place on chalkboard for small group
    2. Place on easel for large group

INFORMATION SHEET

B. Presenting figures

   1. Keep figures in a pocket on one side of a folder; keep story in pocket on other side

   2. Keep folder out of sight of listeners

   3. Arrange figures in sequence for telling story

C. Keeping attention of listeners

   1. Do not refer to notes too often

      (NOTE: Caregiver should know story well, so he or she can keep attention of listeners.)

   2. Do not look at flannel board while talking

IX. Values of poetry in children's literature (Assignment Sheet #1)

(NOTE: Not all poems will contain characters, plot, or rhythm and rhyme.)

A. Provides a means of relaxation

B. Creates memorable characters

C. Tells a story

D. Introduces rhythm and rhyme

X. Guidelines to follow when presenting poems to children (Assignment Sheet #1)

A. Tie poems to children's firsthand experiences

B. Practice reading poems before presenting to children

C. Pay careful attention to punctuation

D. Avoid a sing-song effect

   (NOTE: This can be avoided by not dropping your voice at the end of each line. Read a poem not line by line, but as it is punctuated.)

XI. Criteria for location of book area

A. Good lighting

B. Some privacy

C. Quiet area

   (NOTE: Book area should be located away from loud activity areas such as the block center.)

INFORMATION SHEET

D. Near the science area

(NOTE: Books are handy for easy reference and the aquarium, terrarium, and plants will give a homey feeling to the area.)

E. Out of the mainstream of active work or play areas

F. Comfortable area for children

XII. Suggested pieces of equipment for a book area

(NOTE: Furniture used for children should be child-size.)

A. Table and chairs

B. Rocking chairs

C. Bean bag chairs

D. Small area rug with pad

(NOTE: Be sure the rug has the proper padding to prevent it from slipping.)

E. Bulletin board

F. Puppets and a puppet theater

(NOTE: The puppet theater can be made from an old television with the insides removed.)

G. Records and record player

H. Tape recorder and headsets

I. Filmstrip projector

J. Flannel board

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #1--MAKE A POETRY ANTHOLOGY

NAME________________________ SCORE ____________

(NOTE: A poetry anthology is a collection of poems.)

When presenting poems to children, it is to your advantage to have several poems at hand. This will prevent you from having to look through many books to find just the right one.

Make a poetry anthology by looking in books, newspapers, and magazines and putting poems into a notebook or on file cards. Also try to find pictures to go with as many of your poems as possible.

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #2--SELECT BOOKS FOR CHILDREN

NAME ______________________ SCORE __________

It is important to choose books that are for the proper age and developmental level of the children. If the book is above their level, the children will become bored and will not listen.

Visit your local library and select books for children that are under age two, and ages two, three, four, and five. Answer the questions that follow about each book.

A. UNDER TWO YEARS OLD

Title ______________________

Author ______________________

Number of pages __________

Average number of sentences per page __________

Average number of words per sentence __________

Main characters ______________________

____

Main points ______________________

____

B. TWO-YEAR-OLD'S BOOK

Title ______________________

Author ______________________

Number of pages __________

Average number of sentences per page __________

Average number of words per sentence __________

Main characters ______________________

____

Main points ______________________

____

ASSIGNMENT SHEET #2

C. THREE-YEAR-OLD'S BOOK

Title ____________________________________

Author ____________________________________

Number of pages ____________

Average number of sentences per page ____________________

Average number of words per sentence ____________________

Main characters ____

____

Main points ____

____

D. FOUR-YEAR-OLD'S BOOK

Title ____________________________________

Author ____________________________________

Number of pages ____________

Average number of sentences per page ____________________

Average number of words per sentence ____________________

Main characters ____

____

Main points ____

____

E. FIVE-YEAR-OLD'S BOOK

Title ____________________________________

Author ____________________________________

Number of pages ____________

Average number of sentences per page ____________________

Average number of words per sentence ____________________

ASSIGNMENT SHEET #2

Main characters ____

____

Main points ____

____

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #3--EVALUATE CHILDREN'S BOOKS

NAME ____________________ SCORE __________

When selecting children's books, be sure they will be interesting to the children. Books should be fun as well as educational.

Visit your local library and evaluate three children's books by completing the following chart.

	BOOK 1	BOOK 2	BOOK 3
Name of book Author Illustrator	______ ______ ______	______ ______ ______	______ ______ ______
Did you like or dislike the book? Why?			
What will the children learn after having this book read to them?			
What age group do you think this book is suited for? Why?			
Were the pictures realistic?			

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #4--READ OR TELL A STORY TO CHILDREN

NAME ______________________ SCORE __________

Children begin to understand that written symbols represent other things. They often enjoy creating stories while they flip through books and magazines. At this stage, children may begin to read. Children will master reading skills more rapidly if the caregiver reads aloud to them often.

Presenting a fingerplay to children before reading a story is a good way to focus attention on the person who is going to read or tell the story.

Following are some examples of how to make storytelling more exciting.

A. Tell story with enthusiasm; know story well.

B. With a stick or wand, draw a circle around the group and have the children sit in the magic ring.

C. Wear a special hat such as a tall black witch's hat, a "royal crown," or a party hat to lead into story time.

D. Consult a "magic mirror" to decide what story to tell.

E. Use a tape recorder to provide sound effects for your story.

F. If you feel self-conscious, use a doll, a hand puppet, or a stuffed animal, and pretend that it is telling the story.

G. Try variations, such as felt cutouts, flannel boards, or sketching with chalk or crayons on a large piece of paper as the story develops.

H. Do not be afraid to pause, whisper, or even yell if the story demands it.

I. Seat the group so that it faces away from distractions and late joiners.

J. If sudden distractions come up, have children close their eyes for a few moments during the story.

Using the unit and examples given, read or tell a story to children. Fill in the following information to help in your planning.

A. Name of book or story--______________________

B. Name of fingerplay or song to be used to get the children's attention--______________________

____

C. Other techniques used to focus children's attention on the person telling or reading the story--______________________

____

____

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #5--EVALUATE A STORYTELLING EXPERIENCE

NAME ______________________ SCORE ____________

Selecting the proper book and telling a story to children in the proper way is an important part of a good child care program.

The caregiver should be sure that all children can see the book and that children are all comfortably seated.

Answer the questions that follow to evaluate a storytelling experience.

A. Did the children enjoy the story? ______________________

How could you tell that they enjoyed the story? ______________________

____

B. What special techniques did you use to keep the children interested?

EXAMPLES: Talking in a deep voice or wearing a special hat

____

____

____

C. What part of the story did the children like best? ______________________

____

D. Would you read this book to another age group? ______________________

Why or why not? ______________________

E. What did the children learn from the story? ______________________

____

F. What problems did you encounter with the group before the story started and during the story? ______________________

____

How did you handle these problems? ______________________

____

____

CHILDREN'S LITERATURE
UNIT VI

ASSIGNMENT SHEET #6--COMPLETE LITERATURE ACTIVITY CARDS

NAME ______________________________ SCORE ______________

Having activities organized and ready for children is the key to presenting learning activities.

Using the information in this unit, activity guides, the blank activity card provided on the following page, and nine cards of your own, complete 10 literature activity cards.

The following is a list of suggested activities.

A. Flannel board story

B. Poems

C. Storybook

ASSIGNMENT SHEET #6

CONCEPT/SKILL:	ACTIVITY:
LEARNING CENTERS:	GROUPING:
OBJECTIVE:	
MATERIALS:	
PROCEDURES:	
OTHER CONCEPTS/SKILLS:	OTHER ACTIVITIES:
STUDENT'S NAME: ______________________	DATE: ____________________

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CHILDREN'S LITERATURE
UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

CHILDREN'S LITERATURE
UNIT VI

JOB SHEET #1--MAKE FLANNEL BOARD STORY FIGURES AND A FLANNEL BOARD

(NOTE: Using figures made from felt or flannel is a good way to present stories to children. Flannel stories are not hard to make, and if stored properly, can be used over and over. Select a story that has few key points and figures. There are several variations for making flannel stories. Instead of using flannel or felt, cut the pictures from the book and glue pieces of felt or flannel to the back of the pictures. This will make them stick to the flannel board.)

I. Flannel board story figures

  A. Equipment and supplies needed

    1. Storybook
    2. Flannel, felt, or heavy nonwoven interfacing
    3. Felt tipped pens in a variety of colors
    4. Paper for making pattern
    5. Scissors
    6. Pencil
    7. Straight pins

  B. Procedure

    1. Select main figures from story
    2. Make patterns by tracing figures from book
    3. Cut figures from felt after pinning pattern to felt
    4. Use felt tipped pens to draw in details such as eyes or mouth

II. Flannel board

(NOTE: If there is no stand for the flannel board, leaning it against the wall will do. Be sure that the board is located high enough for all the children to see, such as on a table.)

  A. Equipment and supplies

    1. Plywood or heavy cardboard, approximately two or three feet tall and three or four feet wide

JOB SHEET #1

2. Fabric of neutral color approximately two inches wider and longer than the board being used

   EXAMPLES: Flannel or felt

3. Staple gun and staples or tape

B. Procedure

1. Place fabric on table with right side to table
2. Center board on fabric
3. Staple or tape edges of fabric on back side of board so the right side is smooth and tight

CHILDREN'S LITERATURE
UNIT IV

JOB SHEET #2--MAKE PICTURE BOOKS

(NOTE: Looking at picture books is fun for children. Cloth picture books are fun for children from one to three years. Since small children may put books in their mouths, cloth books can be washed when they get dirty. The pictures may come off when the book is washed and new ones can be pasted on.)

I. Cloth picture book

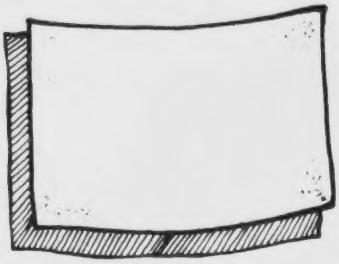
A. Equipment and supplies needed

1. Two pieces of heavy fabric, nine x 12 inches (Figure 1)

EXAMPLES: Denim; flannel; unbleached muslin

(NOTE: For heavier pages, use two thicknesses of the fabric.)

FIGURE 1



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2. Sewing machine or sewing needle
3. Heavy duty thread
4. Books, magazines, calendars, or greeting cards

   (NOTE: There are many sources of pictures to use.)
5. Scissors
6. Glue or paste
7. Pinking shears

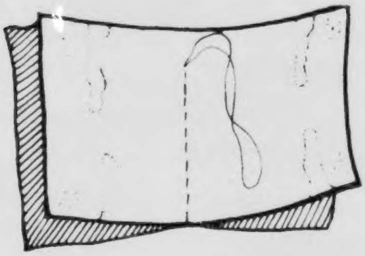
JOB SHEET #2

B. Procedure

(NOTE: If using a sewing machine, zig-zag the edges of the fabric. If not, use the pinking shears to pink the edges so the fabric does not ravel.)

1. Put the two pieces of fabric on top of each other and sew them down the middle (Figure 2)

FIGURE 2



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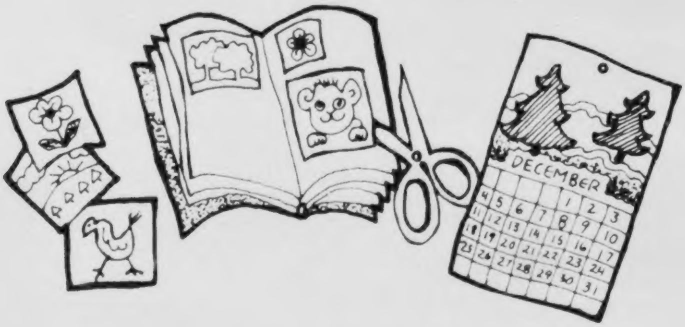
2. Cut pictures from magazines, books, or calendars (Figure 3)

FIGURE 3



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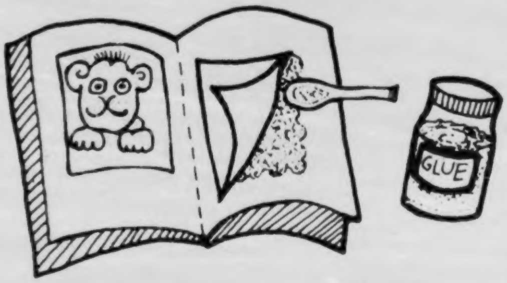
JOB SHEET #2

3. Glue pictures to book (Figure 4)

FIGURE 4



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II. Paper picture book

(NOTE: Paper picture books are fun for older children.)

A. Equipment and supplies needed

1. Books, magazines, or calendars

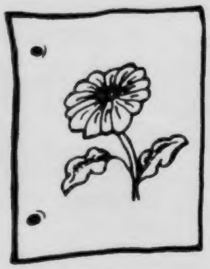
   (NOTE: There are many sources of pictures to use.)

2. Heavy paper or cardboard
3. Hole punch
4. Scissors
5. Brightly colored yarn
6. Glue or paste

B. Procedure

1. Cut out pictures
2. Paste pictures on pieces of heavy paper or cardboard (Figure 5)

FIGURE 5



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JOB SHEET #2

3. Punch holes in the edge of each piece of paper or cardboard

4. Tie "pages" together with yarn (Figures 6 and 7)

FIGURE 6

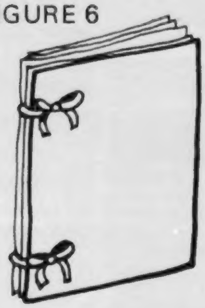
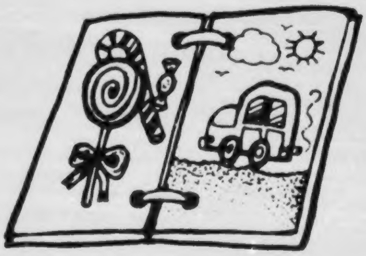


FIGURE 7



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CHILDREN'S LITERATURE
UNIT VI

TEST

NAME ______________________________ SCORE ______________

1. State five purposes of children's books.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

2. Discuss general criteria for selecting children's books. Discuss two from each category.

   a. Pictures--

   ____

   ____

   b. Books--

   ____

   ____

3. Discuss criteria for selecting children's books for different ages of children. Discuss two from each category.

   a. Under two years old--

   ____

   ____

   b. Two- and 3-year-olds--

   ____

   ____

   c. Four- and 5-year-olds--

   ____

   ____

TEST

4. Distinguish among book related interests and abilities of different ages of children. Write "U2" in the blanks before characteristics for under two years old, a "2" before characteristics of 2-year-olds, a "3" before characteristics of 3-year-olds, a "4" before characteristics of 4-year-olds, and a "5" before characteristics of 5-year-olds.

______a. Are becoming acquainted with environment through books

______b. Like to turn pages

______c. Pretend to read

______d. Like to follow along as book is being read

______e. Can usually read a few words

______f. Can usually recognize lower case letters

______g. Generally show definite interest in learning to read

______h. Show beginning interest in certain capital letters

______i. Do not want any words or pages skipped

______j. May memorize short books

______k. Can correctly point out objects

______l. Like to fill in last word of a sentence

______m. May pretend to pick up objects out of pictures

______n. Show interest in comic books

______o. Shows an enjoyment of words

5. Arrange in order steps for preparing to read a story to children. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. Be sure each child can see the book

______b. Read the story slowly and with feeling

______c. Be sure there are no distractions and that the children are comfortable

______d. Read story through before reading to children

______e. Select book that is appropriate for children's age level

______f. Plan other activities

______g. Select story that is of proper length for children's attention span

TEST

6. Select from the following list points to consider when reading a story aloud. Mark each correct answer with an "X."

_____a. Be sure to adequately prepare

_____b. Stand up to read the story

_____c. Provide a suitable setting

_____d. Change voice levels

_____e. Read slower than your regular reading rate

_____f. Hold book correctly

_____g. Avoid alternately turning the book toward yourself and then toward the children

_____h. Plan follow-up of story before reading the story

7. Discuss methods of handling problem situations which may arise during story time. Discuss one from each category.

a. When a child wants to leave--______________________________

____

b. When child has to go to the bathroom--______________________

____

c. When child will not sit down--_____________________________

____

d. When children are pushing and nudging--_____________________

____

e. When child has brought a toy--_____________________________

____

f. When child interrupts with a comment during the story--___________

____

g. When the group needs to be quiet--__________________________

____

TEST

8. Discuss suggestions for using a flannel board. Discuss one from each category.

   a. Placing flannel board--______________________________

   ____

   b. Presenting figures--______________________________

   ____

   c. Keeping attention of listeners--______________________________

   ____

9. State two values of poetry in children's literature.

   a. ______________________________

   b. ______________________________

10. Select from the following list guidelines to follow when presenting poems to children. Mark each correct answer with an "X."

    ______a. Tie poems to children's firsthand experiences

    ______b. Stand when presenting poems

    ______c. Avoid a sing-song effect

    ______d. Practice reading poems before presenting to children

    ______e. Pay careful attention to punctuation

11. Select from the following list criteria for location of book area. Mark each correct answer with an "X."

    ______a. Good lighting

    ______b. Some privacy

    ______c. Quiet area

    ______d. Near the science area

    ______e. Out of the mainstream of active work or play areas

    ______f. Comfortable area for children

TEST

12. List four suggested pieces of equipment for a book area.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

(NOTE: Test questions 13-19 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Make a poetry anthology.

14. Select books for children.

15. Evaluate children's books.

16. Read or tell a story to children.

17. Evaluate a storytelling experience.

18. Complete literature activity cards.

19. Demonstrate the ability to

    a. Make flannel board story figures and a flannel board.

    b. Make picture books.

CHILDREN'S LITERATURE
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The total is 300.)

1. (5 points)

   Answer should include any five of the following

   a. To help children learn about the world

   b. To provide opportunity for pleasure in learning

   c. To build a foundation for learning to read

   d. To help develop verbal skills

   e. To help develop listening skills

   f. To build foundation for use and care of books

2. (6 points)

   Discussion should include two from each category

   a. Pictures

      1) Should tell a story

      2) Should be simple and realistic

      3) Should be easy to understand

      4) Should be related to the story

      5) Should be placed on the page with the part of the story that they illustrate

      6) Should represent a variety of media

   b. Books

      1) Should contain only a few sentences or short paragraphs per page

      2) Should contain language that is grammatically correct

      3) Should contain repetition of words, phrases, or ideas

      4) Should contain writing that is clear, exact, and appropriate to the story

      5) Should not distort the truth

      6) Should contain some suspense

ANSWERS TO TEST

3. (6 points)

Discussion should include two from each category

a. Under two years old
  1) Should contain only single object per page
  2) Should contain brightly colored pictures
  3) Should be safe for children to put in their mouths
  4) Should have tactile qualities

b. Two- and 3-year-olds
  1) Text should contain no more than two lines per page
  2) Should picture things children are familiar with
  3) Should contain plot if applicable

C. Four- and 5-year-olds
  1) Should contain stories about familiar objects
  2) Stories should contain humor

4. (30 points)

a. U2
b. 2
c. 3
d. 4
e. 5
f. 5
g. 4
h. 3
i. 3
j. 3
k. U2
l. 2
m. 2
n. 5
o. U2

5. (14 points)

a. 6
b. 7
c. 5
d. 3
e. 1
f. 4
g. 2

6. (16 points)

a, c, d, e, f, g, h

ANSWERS TO TEST

7. (35 points)

Discussion should include one from each category

a. When a child wants to leave

   1) Gently encourage the child to stay, but don't insist

   2) If there is an assistant, let the assistant handle it; if not, try to hold off until the end of the story

   3) Sometimes a reassuring arm around the child will help

b. When child has to go to the bathroom--Do not deny the child the right to go, but urge him or her to wait until the end of the story in a voice that suggests the child might miss something

c. When child will not sit down

   1) Ignore the situation if possible

   2) Bring child next to you

   3) Provide alternative book activity

d. When children are pushing and nudging

   1) Ignore the situation if possible

   2) Be sure children have enough room

   3) Have children sit Indian style or lie on their stomachs with chins in hands

   4) Be sure everyone can see

e. When a child has brought a toy

   1) Have child leave toy in locker

   2) Allow child to show toy, and then set it on bookshelf or near the caregiver

f. When child interrupts with a comment during the story

   1) Try to maintain the continuity of the story and ignore comment, if possible

   2) Accept child's suggestion

   3) Give the child a positive smile and continue the story

ANSWERS TO TEST

- g. When the group needs to be quiet
  - 1) Use finger games to get attention
  - 2) Put finger to the lip
  - 3) Put your hand on child's head to get his or her attention

8. (15 points)

Discussion should include one from each category

- a. Placing flannel board
  - 1) Place on chalkboard for small group
  - 2) Place on easel for large group
- b. Presenting figures
  - 1) Keep figures in a pocket on one side of a folder; keep story in pocket on other side
  - 2) Keep folder out of sight of listeners
  - 3) Arrange figures in sequence for telling story
- c. Keeping attention of listeners
  - 1) Do not refer to notes too often
  - 2) Do not look at flannel board while talking

9. (2 points)

Answer should include any two of the following

- a. Provides a means of relaxation
- b. Creates memorable characters
- c. Tells a story
- d. Introduces rhythm and rhyme

10. (10 points)

a, c, d, e

11. (12 points)

534

a, b, c, d, e, f

ANSWERS TO TEST

12. (4 points)

    Answer should include any four of the following

    a. Table and chairs
    b. Rocking chairs
    c. Bean bag chairs
    d. Small area rug with pad
    e. Bulletin board
    f. Puppets and a puppet theater
    g. Records and record player
    h. Tape recorder and headsets
    i. Filmstrip projector
    j. Flannel board

13. Evaluated to the satisfaction of the instructor (10 points)
14. Evaluated to the satisfaction of the instructor (15 points)
15. Evaluated to the satisfaction of the instructor (10 points)
16. Evaluated to the satisfaction of the instructor (20 points)
17. Evaluated to the satisfaction of the instructor (10 points)
18. Evaluated to the satisfaction of the instructor (50 points)
19. Performance skills evaluated to the satisfaction of the instructor

    a. (15 points)
    b. (15 points)

SCIENCE
UNIT VII

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and carry out science activities with children. This knowledge will be shown by completing assignment sheets, job sheet, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with science activities to the correct definitions.
2. State ways to enhance science concepts.
3. Match types of science experiences to their correct descriptions.
4. Distinguish between do's and do not's for the caregiver when presenting science activities to children.
5. Select from a list suggestions for asking questions during science activities.
6. List ways children discover.
7. Discuss physical surroundings which help in teaching science to children.
8. Complete a chart on suggested science areas, concepts, and activities to be taught.
9. List suggested items for a science center.
10. Select from a list ways to teach respect for nature.
11. Plan a study tour.
12. Complete science activity cards.
13. Evaluate a science activity.
14. Make picture recipe cards and present food activities to children.
15. Demonstrate the ability to present science activities to children.

SCIENCE
UNIT VII

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Order materials planned to supplement unit.
- B. Provide students with objective sheet.
- C. Provide students with information, assignment, and job sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Demonstrate and discuss procedures outlined in job sheet.
- G. Develop appropriate learning activities for special needs students.
- H. Have students make a list of questions that will stimulate the children's interest.
- I. Have students take children on a nature walk and, if possible, tape record the comments that children make. Discuss what the students said to get these responses from the children.
- J. Review with students Assignment Sheet #3 from Unit III, Unit Planning and Scheduling, when doing Assignment Sheet #2 in this unit.
- K. Have students explore the advantages and disadvantages of having different kinds of pets in the classroom.
- L. Have resource person from a greenhouse or a flower shop talk to students about the care of plants that could be grown in the science area.
- M. Emphasize to students that children may not understand all concepts, but each presentation of a concept will aid in their future understanding.
- N. Contact the county extension office about animal exhibits.
- O. Give test.
- P. Reteach, if necessary.

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

  1. Assignment Sheet #1--Plan a Study Tour
  2. Assignment Sheet #2--Complete Science Activity Cards
  3. Assignment Sheet #3--Evaluate a Science Activity
  4. Assignment Sheet #4--Make Picture Recipe Cards and Present Food Activities to Children

E. Answers to assignment sheets

F. Job Sheet #1--Present Science Activities to Children

G. Test

H. Answers to test

III. Unit references

A. Conger, Flora Stabler, and Rose, Irene B. *Child Care Skills.* New York: Gregg Division, McGraw-Hill Book Company, 1979.

B. Franks, Judy, et al. *Beginnings . . . Early Childhood Education In Oklahoma.* Oklahoma City, Oklahoma: State Department of Education, 1981.

C. Loveless, Susan Catlett. *Child Development Associate: Program Planning.* Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

D. Leeper, Sarah Hammond; Skipper, Dora Sikes, and Witherspoon, Ralph L. *Good Schools For Young Children.* New York: Macmillan Publishing Co., Inc., 1979.

E. Neuman, Donald B. *Experiences In Science For Young Children.* Albany, New York: Delmar Publishers, 1978.

SCIENCE
UNIT VII

INFORMATION SHEET

I. Terms and definitions

   A. Experience--Physical or psychological contact with the world

   B. Science--Knowledge gained and verified by exact observation and experimentation

   C. Ecology--Study of organisms in relation to their environment

   D. Astronomy--Study of the earth and universe

II. Ways to enhance science concepts

   (NOTE: Repetitive experiences help a child clarify and expand a concept.)

   A. Encourage children to comment on what is being done

   B. Supply accurate information that children can understand

   C. Take advantage of the children's interest and curiosity

   D. Ask questions that can stimulate children's thinking

   E. Plan so children can succeed in their process of discovery

   F. Be sure that each activity is well planned and that all supplies and equipment are at hand

III. Types of science experiences (Assignment Sheet #4)

   A. Teacher-planned--Caregiver selects and carries out the science activity

   EXAMPLES: Pet activities; magnet activities; air activities

   B. Spontaneous--Activities that are not planned ahead of time; the child asks questions and discovers something special

   EXAMPLE: Child notices anthill

   C. Child-initiated--Starts with the interest of the children

   EXAMPLE: April has a hamster she wants to bring to class

IV. Do's and do not's for the caregiver when presenting science activities to children (Assignment Sheet #4)

   A. Do

      1. Allow children to examine things in the science center

      2. Make science a part of the daily experience

INFORMATION SHEET

3. Perform experiments in small groups

4. Encourage each child's effort, even the unsuccessful efforts

B. Do not

1. Treat experiments as if they were magic

2. Set up rigid time limits for each activity

   (NOTE: If children lose interest after about five minutes, do not prolong the discussion or activity.)

3. Use dangerous equipment that might hurt children

4. Let one child dominate the group

V. Suggestions for asking questions during science activities (Assignment Sheets #2 and #3; Job Sheet #1)

A. Ask questions that describe situations

EXAMPLE: "How are these objects different?"

B. Ask questions that cannot be answered with the information at hand

(NOTE: This will cause children to want to discover more.)

C. Follow questions with another question or comment

D. Use questions that cause children to wonder, think, and guess

VI. Ways children discover (Assignment Sheet #1)

A. Observation

(NOTE: Consider appearance, identification, purpose, and reason for being.)

B. Exploration

(NOTE: When exploring something the child will pat it, feel it, play with it, taste it, smell it, and listen to it.)

C. Investigation

(NOTE: Investigation includes observation, actual experiments, and actual experiences.)

INFORMATION SHEET

VII. Physical surroundings which help in teaching science to children

A. Room

1. Should have work table

   (NOTE: This work table should have a hard, waterproof surface large enough to enable all the children to see.)

2. Should have a bulletin board at child's eye level
3. Should have available water
4. Should have window for light
5. Should have brightly colored walls
6. Should have science table to display items brought by children
7. Should have cages or places for animals

B. Materials and equipment

1. Should serve the purpose for which intended
2. Should stimulate an inquiring attitude
3. Should be easy to manipulate
4. Should be safe for the children to use
5. Should be of the appropriate size for the children to use
6. Should be durable and accurate
7. Should provide a variety of experiences

VIII. Suggested science areas, concepts, and activities to be taught (Assignment Sheet #2; Job Sheet #1)

AREA	CONCEPT TO BE LEARNED	LEARNING ACTIVITY
Matter and energy (Physics)	Air fills space	Blow up a balloon
	Fire needs air to burn	Put out the flame of a candle by placing a glass over the candle
	Wind can move things	Observe things being moved by wind; fly a kite

INFORMATION SHEET

AREA	CONCEPT TO BE LEARNED	LEARNING ACTIVITY
Living things (Biology)	Living things need air, water, warmth, sunlight, and food	Plant a garden
	Animals need food	Construct a bird feeder
	Animals have young animals	Visit a farm or zoo and see young animals
Earth and universe (Astronomy)	Sun gives off light	Engage in shadow play
	Sun gives off heat	Compare temperature of objects that are in the sun and in the shade
	People have gone to the moon	Show pictures of astronauts and the moon
People and the environment (Ecology)	Earth should be kept clean	Clean the playground
	Heat is used and controlled	Talk about energy conservation

IX. Suggested items for a science center (Assignment Sheet #3)

A. Specimens

1. Rocks
2. Wool

   EXAMPLES: Raw; carded; spun; dyed
3. Cotton

   (NOTE Cotton should still be on the stalk.)
4. Seashells
5. Driftwood
6. Feathers
7. Coconut shells
8. Bird nest
9. Flowering and growing plants
10. Seeds and pits

INFORMATION SHEET

B. Discovery aids

1. Magnifying glasses

   EXAMPLES: Tripod; hand

2. Simple machines or tools

   EXAMPLES: Pulleys with rope and chain; wheels; screws; springs

3. Magnets

   EXAMPLES: Horseshoe; bar

4. Dry-cell battery

5. Live animals

   (NOTE: Children should be taught that animals are alive and can be hurt if not handled properly, and that animals should receive proper food and care. Teach children proper respect for animals. Emphasize that even friendly animals may bite.)

6. Globe

7. Tuning fork

8. Mirrors

9. Prisms

10. Compass

11. Ant farm

12. Binoculars

13. Flashlight

14. Stethoscope

15. Terrarium

16. Vivarium

    (NOTE: A vivarium is an enclosed place for keeping and studying animals in an environment that is like their natural environment.)

17. Aquarium

INFORMATION SHEET

X. Ways to teach respect for nature

   A. Leave environment neat and clean

   B. Do not pick flowers or plants

   (NOTE: Flowers and plants should be left for everyone to enjoy.)

   C. Observe and admire wild creatures at a distance

   D. Encourage alertness about storms, not fear

   E. Teach respect for deep water, not fear

SCIENCE
UNIT VII

ASSIGNMENT SHEET #1--PLAN A STUDY TOUR

NAME ______________________ SCORE ______________

Children can learn many things when they are allowed to go on a study tour. Study tours should be fun and educational activities for children. While children are on a study tour they should be given the chance to observe, explore, and investigate. Good places to go on a study tour could be to a rabbit farm, a zoo, or a fire station.

Plan science activity study tours for children by selecting three places in your community that you think might be good places for study tours. Answer the following questions about each place.

A. Name and address of place ______________________

Person to contact ______________________

Phone number ______________________

Why do you think children will have a learning experience at this place?

B. Name and address of place ______________________

Person to contact ______________________

Phone number ______________________

ASSIGNMENT SHEET #1

Why do you think children will have a learning experience at this place?

____

____

____

____

C. Name and address of place________________________________

____

____

Person to contact____

____

Phone number____

Why do you think children will have a learning experience at this place?

____

____

____

____

SCIENCE
UNIT VII

ASSIGNMENT SHEET #2--COMPLETE SCIENCE ACTIVITY CARDS

NAME ______________________________ SCORE __________________

Having organized activities that are ready for the children is the key to presenting successful learning experiences.

Using a science activities book, the blank activity card provided, and nine cards of your own, complete 10 science activity cards.

Following is a list of suggested activities:

A. Air

B. Water

C. Magnets

D. Light

E. Weather

F. Rocks

G. Animals

H. Plants

I. Ecology

J. Senses

K. Seasons

L. Energy

ASSIGNMENT SHEET #2

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ____________________

DATE: ____________________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from *Child Development Associate Curriculum*, developed under the direction of Susan Catlett Loveless, January, 1981.

SCIENCE
UNIT VII

ASSIGNMENT SHEET #3--EVALUATE A SCIENCE ACTIVITY

NAME ______________________________ SCORE ____________________

When presenting science activities to children, give careful attention to the planning stage and to how the activity is carried out. The caregiver should encourage the children to participate in the experience and to ask questions.

Evaluate a science activity by observing a science experience. Answer the questions by marking an "X" for the correct response.

		YES	NO
A.	Caregiver was well prepared and had equipment and supplies at hand.	____	____
B.	Caregiver took proper precautions for the children's safety.	____	____
C.	Caregiver allowed children to observe, wonder, question, and arrive at their own conclusions.	____	____
D.	Caregiver provided children with accurate and adequate information about the activity.	____	____
E.	Caregiver did not dominate the activity by doing all the talking.	____	____
F.	Caregiver asked children the proper questions to get them interested in the activity.	____	____
G.	Caregiver encouraged the children to ask questions.	____	____
H.	Caregiver allowed children to participate as much as possible.	____	____

I. If any checks are in the "NO" column, explain what needs to be done to change this, if anything--______________________________

____

____

____

____

____

____

____

____

SCIENCE
UNIT VII

ASSIGNMENT SHEET #4--MAKE PICTURE RECIPE CARDS AND PRESENT FOOD ACTIVITIES TO CHILDREN

NAME ______________________ SCORE ______________

Picture recipe cards allow children to participate in food activities even though they cannot read. Picture recipe cards should be made as colorful and with as few words as possible. Choose recipes that have few ingredients and are for something the children like to eat or drink.

Recipes for the following food or drink items could be easily made into picture recipe cards.

Pizza
Most cookie recipes
Lemonade
Popcorn
Butter

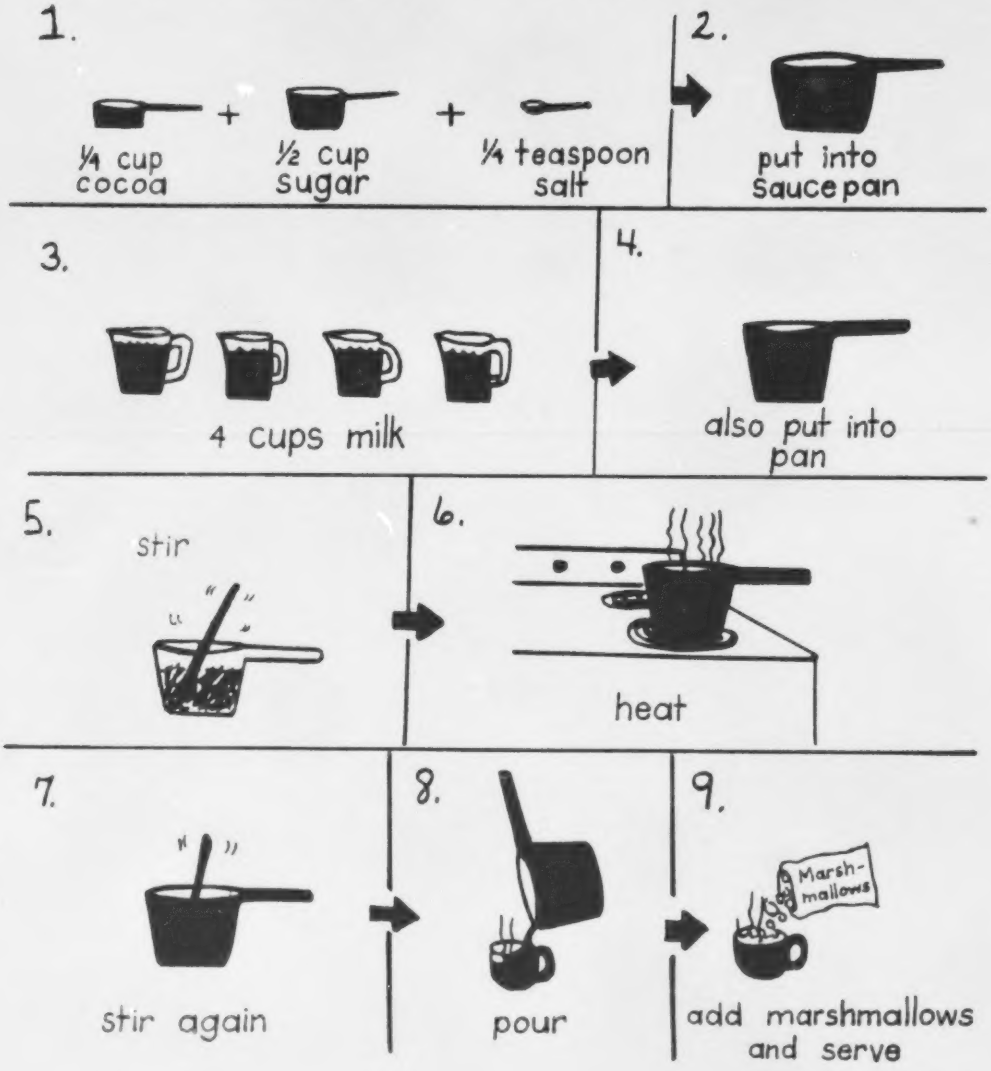
By studying the sample picture recipe card that follows and by using recipe books, make two picture recipe cards on the following pages and present food activities to children.

(NOTE: When presenting the recipe picture card to children, it may be helpful to put the recipe on poster board. This will allow the entire group of children to see the recipe.)

ASSIGNMENT SHEET #4

SAMPLE PICTURE RECIPE CARD

HOT COCOA


1.
¼ cup cocoa
+
½ cup sugar
+
¼ teaspoon salt
2.
put into saucepan
3.
4 cups milk
4.
also put into pan
5.
stir
6.
heat
7.
stir again
8.
pour
9.
Marsh-mallows
add marshmallows and serve

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ASSIGNMENT SHEET #4

PICTURE RECIPE CARD #1

ASSIGNMENT SHEET #4

PICTURE RECIPE CARD #2

SCIENCE
UNIT VII

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

SCIENCE
UNIT VII

JOB SHEET #1--PRESENT SCIENCE ACTIVITIES TO CHILDREN

(NOTE: Careful consideration should be given to safety and interest when presenting science activities to children. Be sure to select the proper questions to stimulate interest, and be sure to let children participate as much as possible.)

I. Flame needs oxygen activity
  A. Equipment and materials
    1. Candle
    2. Candleholder
    3. Matches
    4. Jar large enough to cover candle
  B. Procedure
    1. Put candle in holder
    2. Light candle
    3. Cover candle with jar
    4. Ask children questions to stimulate their interest

II. Water--Sink or float activity
  A. Equipment and materials
    1. Water
    2. Pan or water table
    3. Various objects

      (NOTE: Have some objects that will float and some that will sink.)
  B. Procedure
    1. Put water into pan or water table
    2. Put objects into water one at a time to determine if they sink or float
    3. Ask children questions to stimulate their interest

JOB SHEET #1

III. Magnet activity

A. Equipment and materials

1. Eight plastic lids

   EXAMPLE: Butter or shortening lids

2. Permanent marking pencils
3. Fish pattern
4. Paper clips
5. Dowel rods, approximately three feet long

   (NOTE: Each child involved in the activity will need a fishing pole.)

6. Fishing cord, approximately 18 inches long

   (NOTE: You will need one 18-inch piece of cord for each child involved in the activity.)

7. Large box, approximately three feet deep
8. Magnets, enough for each child participating in the activity

B. Procedure

1. Cut fish from plastic lids
2. Make the fish eyes
3. Put paper clips on fish to make mouth
4. Tie magnet to cord
5. Put cord on dowel rods to make fishing pole
6. Place fish in box
7. Allow children to fish
8. Ask children questions to stimulate their interest

IV. Light activity (Make a silhouette)

A. Equipment and supplies needed

1. Paper, approximately two feet x two feet

   (NOTE: Have one for each child participating.)

2. Tape

JOB SHEET #1

   3. Slide strip projector
   4. Marking pencil
   5. Child-size chair

B. Procedure

   1. Tape paper to the wall
   2. Have child sit in chair about five feet from the wall with side of face to the wall
   3. Shine projector on child's face to make shadow on the wall
   4. Trace around shadow on paper to make silhouette
   5. Ask children questions to stimulate interest

V. Weather activity

A. Equipment and supplies needed

   1. Two thermometers
   2. Two bowls
   3. Ice water
   4. Hot water from the tap

B. Procedure

   1. Put a thermometer in bowl of ice water
   2. Put the other thermometer in bowl of hot water
   3. Talk about the differences in temperature of the water in the two bowls
   4. Discuss that heat makes the mercury rise and cold makes the mercury fall
   5. Ask children questions to stimulate their interest

VI. Rock activity (Make a pet rock)

A. Materials and equipment needed

   1. Small rocks
   2. Tempera paint
   3. Paint brushes

JOB SHEET #1

4. Clear varnish

   (NOTE: Using varnish in a spray can is most convenient.)

5. Felt
6. Glue

B. Procedure

1. Talk about rocks
2. Allow children to paint nose, eyes, and mouth on rock
3. Spray rock with clear varnish
4. Glue felt on bottom of rock

   (NOTE: This prevents rock from scratching table tops.)

5. Allow children to name their rocks
6. Ask children questions to stimulate their interest

VII. Animal activity (Make a Match-up Game)

A. Materials and equipment needed

1. Ten pictures of adult animals and 10 separate pictures of their babies
2. Scissors
3. Clear Contact paper

   (NOTE: The Contact paper protects the pictures. If a laminating machine is available use it instead of the Contact paper.)

B. Procedure

1. Cover pictures with Contact paper or laminate them
2. Have children match mother animals to baby animals
3. Ask children questions to stimulate their interest

VIII. Plant activity (Watch celery change colors)

A. Equipment and materials needed

1. Four glasses of water
2. Four different colors of food coloring
3. Four pieces of celery, approximately eight inches long

JOB SHEET #1

B. Procedure

1. Put a different color of food coloring in each glass

2. Discuss how plants get water

3. Have children check during the day as colored water comes up through the celery

   (NOTE: This process may take several hours to complete.)

4. Ask children questions to stimulate their interest

IX. Food activity (Make Fruit Kabobs)

A. Equipment and materials needed

1. Toothpicks

2. Assorted fruit chunks

3. Cookie sheets

4. Serving plates

B. Procedure

1. Have children wash hands

2. Discuss fruit colors, shapes, feel, and textures

3. Put fruit chunks on cookie sheets

4. Allow children to put fruit on toothpicks

5. Serve for snack

6. Ask children questions to stimulate their interest

SCIENCE
UNIT VII

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with science activities to the correct definitions. Write the correct numbers in the blanks.

_____a. Physical or psychological contact with the world

_____b. Study of the earth and universe

_____c. Knowledge gained and verified by exact observation and experimentation

_____d. Study of organisms in relation to their environment

1. Experience
2. Astronomy
3. Science
4. Ecology

2. State six ways to enhance science concepts.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

3. Match types of science experiences to their correct descriptions. Write the correct numbers in the blanks.

_____a. Caregiver selects and carries out the science activity

_____b. Starts with the interest of the children

_____c. Activities that are not planned ahead of time; the child asks questions and discovers something special

1. Child-initiated
2. Spontaneous
3. Teacher-planned

4. Distinguish between do's and do not's for the caregiver when presenting science activities to children. Write "Do" and "Do not" in the correct blanks.

_____a. Allow children to examine things in the science center

_____b. Treat experiments as if they were magic

_____c. Make science a part of the daily experience

_____d. Let one child dominate the group

TEST

______e. Use dangerous equipment that might hurt children

______f. Encourage each child's effort, even the unsuccessful efforts

______g. Set up rigid time limits for each activity

______h. Perform experiments in small groups

5. Select from the following list suggestions for asking questions during science activities. Mark each correct answer with an "X."

______a. Follow questions with another question or comment

______b. Ask questions you know the children cannot answer

______c. Ask questions that cannot be answered with the information at hand

______d. Ask questions that describe situations

______e. Ask questions that do not pertain to the activity

______f. Use questions that cause children to wonder, think, and guess

6. List ways children discover.

a. ______________________________

b. ______________________________

c. ______________________________

7. Discuss physical surroundings which help in teaching science to children. Discuss four from each category.

a. Room-- ______________________________

____

____

____

____

b. Materials and equipment-- ______________________________

____

____

____

____

TEST

8. Complete the following chart on suggested science areas, concepts, and activities to be taught.

AREA	CONCEPT TO BE LEARNED	LEARNING ACTIVITY
Matter and energy (Physics)	Air fills space	a. ________________
	b. ________________	Put out the flame of a candle by placing a glass over the candle
	c. ________________	Observe things being moved by wind; fly a kite
Living things (Biology)	Living things need air, water, warmth, sunlight, and food	d. ________________
	e. ________________	Construct a bird feeder
	Animals have young animals	f. ________________
Earth and universe (Astronomy)	g. ________________	Engage in shadow play
	Sun gives off heat	h. ________________
	i. ________________	Show pictures of astronauts and the moon
People and the environment (Ecology)	Earth should be kept clean	j. ________________
	k. ________________	Talk about energy conservation

9. List suggested items for a science center. List eight from each category.

a. Specimens--

1) ________________________________

2) ________________________________

3) ________________________________

4) ________________________________

5) ________________________________

6) ________________________________

7) ________________________________

8) ________________________________

TEST

b. Discovery aids--

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

6) ______________________________

7) ______________________________

8) ______________________________

10. Select from the following list ways to teach respect for nature. Mark each correct answer with an "X."

_____a. Encourage children to catch insects for closer observation

_____b. Leave environment neat and clean

_____c. Do not pick flowers or plants

_____d. Observe and admire wild creatures at a distance

_____e. Encourage children to take shortcuts on the grass

_____f. Encourage alertness about storms, not fear

_____g. Teach respect for deep water, not fear

(NOTE: Test questions 11-15 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Plan a study tour.

12. Complete science activity cards.

13. Evaluate a science activity.

14. Make picture recipe cards and present food activities to children.

15. Demonstrate the ability to present science activities to children.

SCIENCE
UNIT VII

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 250.)

1. (8 points)
   - a. 1
   - b. 2
   - c. 3
   - d. 4
2. (6 points)
   - a. Encourage children to comment on what is being done
   - b. Supply accurate information that children can understand
   - c. Take advantage of the children's interest and curiosity
   - d. Ask questions that can stimulate children's thinking
   - e. Plan so children can succeed in their process of discovery
   - f. Be sure that each activity is well planned and that all supplies and equipment are at hand
3. (6 points)
   - a. 3
   - b. 1
   - c. 2
4. (16 points)
   - a. Do
   - b. Do not
   - c. Do
   - d. Do not
   - e. Do not
   - f. Do
   - g. Do not
   - h. Do
5. (12 points)

   a, c, d, f

ANSWERS TO TEST

6. (6 points)
    a. Observation
    b. Exploration
    c. Investigation
7. (24 points)

    Discussion should include four from each category

    a. Room
        1) Should have work table
        2) Should have bulletin board at child's eye level
        3) Should have available water
        4) Should have window for light
        5) Should have brightly colored walls
        6) Should have science table to display items brought by children
        7) Should have cages or places for animals
    b. Materials and equipment
        1) Should serve the purpose for which intended
        2) Should stimulate an inquiring attitude
        3) Should be easy to manipulate
        4) Should be safe for the children to use
        5) Should be of the appropriate size for the children to use
        6) Should be durable and accurate
        7) Should provide a variety of experiences
8. (22 points)
    a. Blow up a balloon
    b. Fire needs air to burn
    c. Wind can move things

ANSWERS TO TEST

d. Plant a garden

e. Animals need food

f. Visit a farm or a zoo and see young animals

g. Sun gives off light

h. Compare temperature of objects that are in the sun and in the shade

i. People have gone to the moon

j. Clean the playground

k. Heat is used and controlled

9. (16 points)

Answer should include eight from each category

a. Specimens

    1) Rocks
    2) Wool
    3) Cotton
    4) Seashells
    5) Driftwood
    6) Feathers
    7) Coconut shells
    8) Bird nest
    9) Flowering and growing plants
    10) Seeds and pits

b. Discovery aids

    1) Magnifying glasses
    2) Simple machines or tools
    3) Magnets
    4) Dry-cell battery

ANSWERS TO TEST

5) Live animals

6) Globe

7) Tuning fork

8) Mirrors

9) Prisms

10) Compass

11) Ant farm

12) Binoculars

13) Flashlight

14) Stethoscope

15) Terrarium

16) Vivarium

17) Aquarium

10. (14 points)

    b, c, d, f, g

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (50 points)

13. Evaluated to the satisfaction of the instructor (10 points)

14. Evaluated to the satisfaction of the instructor (10 points)

15. Performance skills evaluated to the satisfaction of the instructor (40 points)

MATH
UNIT VIII

UNIT OBJECTIVE

After completing this unit, the student should be able to plan and present math activities to children. This knowledge will be shown by completing the assignment sheets, job sheet, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with math activities to their correct definitions.
2. Select from a list suggestions for teaching math concepts.
3. Distinguish among guidelines for carrying out math activities.
4. Write suggested words used to describe math concepts.
5. List suggested items found in a math center.
6. Select items for teaching math concepts.
7. Complete math activity cards.
8. Evaluate a math activity.
9. Demonstrate the ability to present math activities to children.

MATH
UNIT VIII

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Develop appropriate learning activities for special needs students.

   H. Review with students Assignment Sheet #3 from Unit III, Unit Planning and Scheduling, when doing Assignment Sheet #2 of this unit.

   I. Provide student with activity book when doing Assignment Sheet #2.

   J. Have students lead children in fingerplays which focus on numbers such as "This Old Man," "Ten Little Indians," and "One, Two, Buckle My Shoe."

   K. Have students select and read children's stories that relate math concepts.

   L. Have students present to children flannel board stories that will relate math concepts such as shapes.

   M. Have students observe child care aides and record ways in which the caregiver utilizes opportunities to present math concepts.

   N. Have students make a mobile. Instructions can be found in Job Sheet #1, Unit III. Instead of making shapes shown in Figure 1 from that job sheet, have students make geometric shapes. This will help children recognize shapes.

   O. Emphasize to the students that throughout this curriculum guide, there are activities in each unit that can be used to teach math concepts. Math concepts can also be taught during any learning experience.

   EXAMPLES: The numbers on the clock; cooking activities; recognizing geometric shapes in the classroom

   P. Give test.

   Q. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Select Items for Teaching Math Concepts

    2. Assignment Sheet #2--Complete Math Activity Cards

    3. Assignment Sheet #3--Evaluate a Math Activity

  E. Answers to assignment sheets

  F. Job Sheet #1--Present Math Activities to Children

  G. Test

  H. Answers to test

III. Unit references

  A. Baratta-Lorton, Mary. *Workjobs*. Menlo Park, California: Addison-Wesley Publishing Company, 1972.

  B. Charlesworth, Rosalind, and Radeloff, Deanna J. *Experiences in Math for Young Children*. Albany, New York: Delmar Publishers, 1978.

  C. Conger, Flora Stabler, and Rose, Irene B. *Child Care Aide Skills*. New York, New York: Gregg Division, McGraw-Hill Book Company, 1979.

  D. Loveless, Susan Catlett. *Oklahoma Child Development Associate: Program Planning*. Midwest City, Oklahoma: Oscar Rose Junior College, 1981.

  E. McCoy, Edwardine. *Kindergarten Activities*. Durant, Oklahoma: Southeastern State University, Department of Education, 1971.

MATH
UNIT VIII

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1; Job Sheet #1)

A. Rote counting--Repeating numbers in proper sequence from memory, without realizing the meaning

B. Rational counting--Numbering off to find out how many

C. Attribute--Quality or characteristic

D. Number--Representation of how many

EXAMPLE: ■ ■ = two boxes

E. Identical/equal sets--Same in number and members (Assignment Sheet #1)

EXAMPLE: (++) (++)

F. Equivalent sets--Same in number only (Assignment Sheet #1)

EXAMPLE: (++) (●●)

G. Non-equivalent sets--Unlike in number (Assignment Sheet #1)

EXAMPLE: (++) (+)

H. Geometric shapes--Characterized by straight lines, triangles, circles, or similar regular forms

I. Numeral--Symbol

EXAMPLES: 1, 2, 3, 4

J. Classification--Grouping of objects according to some like property

EXAMPLES: Color; shape; size; texture; function; class; location

K. Seriation--Lining up objects in order according to size, weight, number, or shape (Assignment Sheet #1)

EXAMPLES: Texture; soft to hard; light to heavy; small to big

L. Conservation--Amount of matter or space remaining the same even though its form is changed

EXAMPLE: Pour liquid from a tall slender glass into a short stocky glass

INFORMATION SHEET

M. Set--Well defined grouping or collection

(NOTE: Classification skills are necessary for set-building.)

EXAMPLES: Equivalent sets; non-equivalent sets; identical/equal sets

N. Counting--Naming numbers in regular order

EXAMPLES: Rote counting; rational counting

O. Cardinal--Number describing how many

EXAMPLES: 4 boys; 6 girls

P. Ordinal--Number describing order or position

EXAMPLES: First; second; third

Q. Measurement--Assigning a number or standard so that similar attributes of objects may be compared

EXAMPLES: Size; quantity; position; weight; time

R. Fraction--Part of a whole

(NOTE: A whole may be divided into parts and smaller parts.)

EXAMPLES: Half an apple; half a sandwich

S. Money value--Monetary worth of coin and currency

(NOTE: Concentrate on the function of money and vocabulary related to the use of money.)

EXAMPLE: Allow children to play store

II. Suggestions for teaching math concepts (Assignment Sheet #2)

A. Coordinate math with entire curriculum

(NOTE: Repetitive experiences help children clarify and expand a concept.)

B. Take advantage of "teachable moments"

(NOTE: A teachable moment is anytime there is an opportunity to teach a new concept or to reinforce a concept that has been taught.)

C. Relate math concepts to real situations

D. Assess the developmental level of each child and provide appropriate experiences

INFORMATION SHEET

III. Guidelines for carrying out math activities (Assignment Sheets #1, #2, and #3)

A. Preparing for the activity

1. Plan activity so that children can manipulate objects to reinforce concept being taught
2. Choose location that is free from distractions
3. Display only supplies being used

   (NOTE: Displaying other supplies might distract children from the concept being taught.)

B. Supervising the activity

1. Ask children appropriate questions to stimulate their interest
2. Help each child have a successful experience during the activity
3. Teach one concept at a time

   (NOTE: As the children understand one concept, add another.)

4. If child does not understand concept, go back to a concept that has already been learned; then return to the new one

C. Following up the activity

1. Have children put supplies back in proper places
2. Show approval for success

   (NOTE: If children do not understand the concepts, do not talk about their failures, but encourage them to work harder.)

3. Refer to the next lesson if one is scheduled
4. Evaluate the activity

INFORMATION SHEET

IV. Suggested words to describe math concepts (Assignment Sheet #2)

CONCEPT	WORDS USED TO DESCRIBE
Space	
Position	Top/bottom, center, above/below, high/low, near/far, beside, next to, between
Shape	Circle, sphere, square, cube, rectangle, triangle, curve
Quantity	
Amount	Zero, another, several/single, pair, both, add, subtract, divide
Value	Cent, penny, nickel, 5¢, dime, 10¢, quarter, 25¢, dollar bill, money, cost, worth, sell/buy, trade
Measurement	
Size	Equal, even, balanced/unbalanced, same/different, inch, foot, yard, distance
Weight	Heavy/light, ounce, pound, gram, easy to lift/hard to lift
Speed	Fast/slow
Time	Morning, afternoon, evening, day/night, early/late, minute, second, hour
Temperature	Hot/cold, warm/cool, Fahrenheit, Celsius
Volume	Cup, pint, quart, gallon, ounce, liter, full/empty
Cardinal	Counting, such as 1, 2, 3
Ordinal	First, second, third

INFORMATION SHEET

V. Suggested items found in a math center (Assignment Sheet #2)

A. Balls, of several sizes

B. Colored cubes

C. Nested toys

D. Containers of different sizes

EXAMPLES: Cans; boxes; small fruit or vegetable baskets

E. Bottle caps

F. Egg cartons

G. Buttons

H. Empty spools

I. Clock

J. Calendar

K. Toy telephone

L. Timer

M. Hourglass

N. Balance scales

O. Peg-Board

P. Unit blocks

Q. Measuring devices

EXAMPLES: Ruler; yardstick; tape measure

R. Milk cartons

EXAMPLES: Half pint; pint; quart; half gallon; gallon

MATH
UNIT VIII

ASSIGNMENT SHEET #1--SELECT ITEMS FOR TEACHING MATH CONCEPTS

NAME ______________________________ SCORE ______________

Math activities should include much more than having children say the numbers in the right order. There are many items around your house that could be used to teach math concepts. For teaching seriation, a caregiver could use a set of nested measuring cups.

Using the Information Sheet, math activity books, and books from your classroom, list household items or items found in the child care center and tell how they could be used to teach the following math concepts.

A. Classification

1. Items ____
2. How items are used ____

____

B. Seriation

1. Items ____
2. How items are used ____

____

C. Conservation

1. Items ____
2. How items are used ____

____

D. Set

1. Items ____
2. How items are used ____

____

E. Measurement

1. Items ____
2. How items are used ____

____

ASSIGNMENT SHEET #1

F. Fraction

1. Items ____

2. How items are used__________________________________

____

G. Money value

1. Items ____

2. How items are used__________________________________

____

MATH
UNIT VIII

ASSIGNMENT SHEET #2--COMPLETE MATH ACTIVITY CARDS

NAME ______________________ SCORE ______________

Having organized activities ready for children is the key to presenting successful learning experiences.

Using math activities books, the blank activity card on the following page, and nine cards of your own, complete 10 math activity cards.

The following is a list of areas for suggested activities.

A. Shapes

B. Empty and full

C. Sequences

D. Seriation

E. Volume/area measurement

F. Time

G. Calendar

ASSIGNMENT SHEET #2

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ____________________

DATE: ____________________

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MATH
UNIT VIII

ASSIGNMENT SHEET #3--EVALUATE A MATH ACTIVITY

NAME ______________________________ SCORE ____________

When presenting math activities to children, give careful attention to the planning stage and to how the activity is carried out. The caregiver should encourage children to participate in the experience and to ask questions.

Evaluate a math activity by observing a math experience and answering the following questions.

		YES	NO
A.	Caregiver was well-prepared and had equipment and supplies at hand	_____	_____
B.	Caregiver provided children with accurate and adequate information about the activity	_____	_____
C.	Caregiver did not dominate the activity by doing all the talking	_____	_____
D.	Caregiver asked children the proper questions to get them interested in the activity	_____	_____
E.	Caregiver encouraged children to ask questions	_____	_____
F.	Caregiver chose appropriate activity for age level	_____	_____

G. If any checks are in the "NO" column, explain what needs to be done if anything, to correct the problem ______________________________________

____

____

____

____

____

MATH
UNIT VIII

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: These are suggested answers.)

A. Classification
   1. Items--Buttons
   2. How items are used--Buttons can be classified by size, shape, or color

B. Seriation
   1. Items--Measuring cups or blocks
   2. How items are used--Cups and blocks can be stacked from small to large

C. Conservation
   1. Items--Butter containers of the same size but different shapes
   2. How items are used--Pouring the same amount of liquid into each one

D. Set
   1. Items--Cups and saucers; knives, forks, and spoons
   2. How items are used--Have children put items into their proper sets

E. Measurement
   1. Items--Yard or meter stick, tape measure, measuring cups
   2. How items are used--Have children measure items

F. Fractions
   1. Items--Food items that can be cut into fractions
   2. How items are used--Cut items into pieces and discuss

G. Money value
   1. Items--Coins, paper money
   2. How items are used--Allow children to count money; explain the worth of each coin

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

MATH
UNIT VIII

JOB SHEET #1–PRESENT MATH ACTIVITIES TO CHILDREN

(NOTE: The beginning of mathematical learning grows out of young children's daily experiences. It is the responsibility of the child care worker to recognize math concepts that children encounter and to use these as "teachable moments.")

I. Fractions (food fractions)

(NOTE: Have enough apples for each child to have one half of an apple.)

A. Equipment and supplies needed

1. Apples (washed)

   (NOTE: Any nutritious food item can be used if it can be cut into pieces and served.)

2. Knife
3. Napkins
4. Serving plate

B. Procedure

1. Show children a whole apple
2. Discuss how two children can share an apple
3. Divide the apple in half
4. Discuss how one apple could be used to serve four children
5. Serve the apples to the children for snacks
6. Ask children questions that will stimulate their interest

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II. Classification (float or sink)

A. Equipment and supplies needed

1. Three-cup container filled with water

   EXAMPLE: Large butter tub

2. Small items that will sink

   EXAMPLES: Marbles; paper clips; gravel

JOB SHEET #1

3. Small items that will float

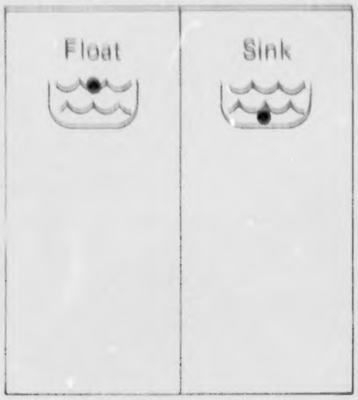
   EXAMPLES: Clothespins; pieces of sponge; wood chips

4. Poster board, 8 1/2 inches x 14 inches
5. Ruler
6. Scissors
7. Marking pencil
8. Clear Contact paper

B. Procedure

1. Divide poster board in half by drawing a line down the center lengthwise with marking pencil
2. Label one side of the poster board "Sink" and the other side "Float"
3. Under labels, draw a picture of objects that are floating and those that have sunk (Figure 1)

FIGURE 1



4. Cover with clear Contact paper
5. Allow children to put objects into water and classify them according to whether they sink or float by taking them out of the water and placing them on the poster board under the proper heading
6. Ask children questions that will stimulate their interest

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JOB SHEET #1

III. Seriation (bottle game)

A. Equipment and supplies needed

1. Eight clear plastic dish-detergent bottles, alike
2. Food coloring
3. Tape
4. Water
5. Large container for mixing water and food coloring, or sink

B. Procedure

1. Mix food coloring and water
2. Put water in increasing amounts in each bottle

   (NOTE: Start with approximately one inch of water in the first bottle and finish with a full bottle.)
3. Tape bottle top to prevent water from leaking
4. Allow children to place bottles in proper order from the least amount to the largest amount
5. Ask children questions that will stimulate their interest

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IV. Measurement (measurement game)

A. Equipment and supplies needed

1. Man's shoe or other item to make a pattern for making footprints
2. Four pieces brightly colored poster board
3. Scissors
4. Newspaper
5. Clear Contact paper, or laminating machine

B. Procedure

1. Make a 12-inch pattern from newspaper of footprint by using a man's shoe

   (NOTE: Be sure footprint is exactly 12 inches long.)

JOB SHEET #1

2. Cut 10 to 20 footprints from poster board

3. Cover footprints with clear Contact paper

   (NOTE: If a laminating machine is available, use it instead of the Contact paper.)

4. Discuss ways of measuring with children

5. Give children certain areas to measure with the footprints

   EXAMPLE: Measure the length of the table

6. Ask children questions to stimulate their interest

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V. Counting (counting safety pins)

A. Equipment and supplies needed

1. Heavy fabric

   EXAMPLE: Quilted bedspread fabric

   (NOTE: Individual pot holders are excellent to use, but are more expensive. Fabric needs to be fairly loose-woven so that the children can put the pins in easily.)

2. Fifty-five diaper pins

3. Marking pencils

4. Scissors

B. Procedure

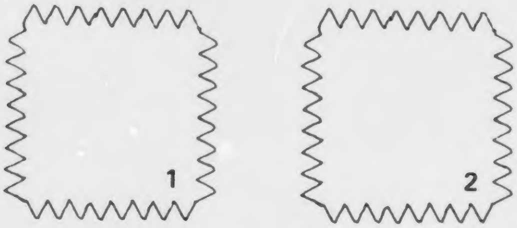
1. Cut fabric into 10 six- by six-inch squares

   (NOTE: If a sewing machine is available, zig-zag around the edges to prevent fabric from ravelling.)

JOB SHEET #1

2. Number each fabric square starting at one, and ending at 10 (Figure 2)

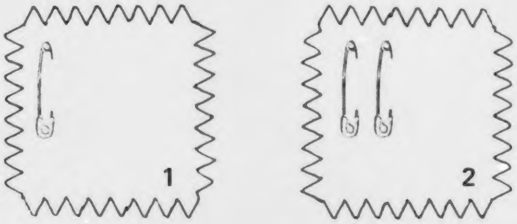
FIGURE 2



3. Demonstrate to children how to use safety pins safely

4. Encourage children to put the amount of pins in the fabric squares as the numbers indicate (Figure 3)

FIGURE 3



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MATH
UNIT VIII

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with math activities to their correct definitions. Write the correct numbers in the blanks.

______a. Characterized by straight lines, triangles, circles, or similar regular forms

______b. Grouping of objects according to some like property

______c. Quality or characteristic

______d. Representation of how many

______e. Same in number and members

______f. Same in number only

______g. Unlike in number

______h. The repeating of numbers in proper sequence from memory, without realizing the meaning

______i. Monetary worth of coin and currency

______j. Number describing order or position

______k. Naming numbers in regular order

______l. Symbol

______m. Assigning a number or standard so that similar attributes of objects may be compared

______n. Part of a whole

______o. Number describing how many

______p. Well-defined grouping or collection

______q. Lining up objects in order according to size, weight, number, or shape

______r. Amount of matter or space remaining the same even though its form is changed

______s. Numbering off to find out how many

1. Equivalent sets
2. Rote counting
3. Attribute
4. Non-equivalent sets
5. Number
6. Rational counting
7. Identical/equal sets
8. Geometric shapes
9. Numeral
10. Classification
11. Seriation
12. Conservation
13. Set
14. Counting
15. Cardinal
16. Ordinal
17. Measurement
18. Fraction
19. Money value

TEST

2. Select from the following list suggestions for teaching math concepts. Mark each correct answer with an "X."

_____a. Coordinate math with entire curriculum

_____b. Be sure children learn to count to 10

_____c. Take advantage of "teachable moments"

_____d. Make children practice writing numbers

_____e. Relate math concepts to real situations

_____f. Assess the developmental level of each child and provide appropriate experiences

3. Distinguish among guidelines for carrying out math activities. Write a "P" in the blanks before preparing for the activity, an "S" before supervising the activity, and an "F" before following up the activity.

_____a. Plan activity so that children can manipulate objects to reinforce concept being taught

_____b. Ask children appropriate questions to stimulate their interest

_____c. Choose location that is free from distractions

_____d. Have children put supplies back in proper places

_____e. Display only supplies being used

_____f. Teach one concept at a time

_____g. Show approval for success

_____h. If child does not understand concept, go back to a concept that has already been learned; then return to the new one

_____i. Refer to the next lesson if one is scheduled

_____j. Evaluate the activity

_____k. Help each child have a successful experience during the activity

TEST

4. Write suggested words used to describe math concepts. Answer one from each category.

CONCEPT	WORDS USED TO DESCRIBE
Space	
Position	a. ______________________
Shape	b. ______________________
Quantity	
Amount	c. ______________________
Value	d. ______________________
Measurement	
Size	e. ______________________
Weight	f. ______________________
Speed	g. ______________________
Time	h. ______________________
Temperature	i. ______________________
Volume	j. ______________________
Cardinal	k. ______________________
Ordinal	l. ______________________

5. List 14 suggested items found in a math center.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

f. ______________________

g. ______________________

TEST

h. ____________________

i. ____________________

j. ____________________

k. ____________________

l. ____________________

m. ____________________

n. ____________________

(NOTE: Test questions six-nine are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Select items for teaching math concepts.
7. Complete math activity cards.
8. Evaluate a math activity.
9. Demonstrate the ability to present math activities to children.

MATH
UNIT VIII

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (38 points)

   a. 8
   b. 10
   c. 3
   d. 5
   e. 7
   f. 1
   g. 4
   h. 2
   i. 19
   j. 16
   k. 14
   l. 9
   m. 17
   n. 18
   o. 15
   p. 13
   q. 11
   r. 12
   s. 6

2. (12 points)

   a, c, e, f

3. (22 points)

   a. P
   b. S
   c. P
   d. F
   e. P
   f. S
   g. F
   h. S
   i. F
   j. F
   k. S

4. (24 points)

   Answer should include one from each of the following categories

   a. Top/bottom, center, above/below, high/low, near/far, beside, next to, between
   b. Circle, sphere, square, cube, rectangle, triangle, curve
   c. Zero, another, several/single, pair, both, add, subtract, divide
   d. Cent, penny, nickel, 5¢, dime, 10¢, quarter, 25¢, dollar bill, money, cost, worth, sell/buy, trade
   e. Equal, even, balanced/unbalanced, same/different, inch, foot, yard, distance
   f. Heavy/light, ounce, pound, grams, easy to lift/hard to lift

ANSWERS TO TEST

g. Fast/slow

h. Morning, afternoon, evening, day/night, early/late, minute, second, hour

i. Hot/cold, warm/cool, Fahrenheit, Celsius

j. Cup, pint, quart, gallon, ounce, liter full/empty

k. Counting, such as 1, 2, 3

l. First, second, third

5. (14 points)

Answer should include any 14 of the following

a. Balls, of several sizes
b. Colored cubes
c. Nested toys
d. Containers of different sizes
e. Bottle caps
f. Egg cartons
g. Buttons
h. Empty spools
i. Clock
j. Calendar
k. Toy telephone
l. Timer
m. Hourglass
n. Balance scales
o. Peg-Board
p. Unit blocks
q. Measuring devices
r. Milk cartons

6. Evaluated to the satisfaction of the instructor (15 points)

7. Evaluated to the satisfaction of the instructor (50 points)

8. Evaluated to the satisfaction of the instructor (10 points)

9. Performance skills evaluated to the satisfaction of the instructor (15 points)

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

UNIT OBJECTIVE

After completing this unit, the student should be able to describe careers to children and demonstrate the ability to lead career awareness activities. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with career awareness to their correct definitions.
2. Discuss career guidance goals in early childhood.
3. List daily tasks to help children develop personal, social, and work responsibilities.
4. List materials used to promote the development of good attitudes toward the world of work.
5. Select from a list ways to improve children's self-images.
6. Match career development stages to their correct age groups.
7. Assist children to develop responsibilities.
8. Assist children to develop good attitudes toward the world of work.
9. Assist children in improving self-image.
10. Complete social studies/career awareness activity cards.

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials planned to supplement unit--Filmstrips--*You May Like Many Jobs. Where Do You Want To Live. It's Your Hobby. You Have To Adapt.* Set of four color 35 mm filmstrips and audio cassettes. Available from Random House, 400 Hahn Road, Westminster, Maryland 21157.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information sheet.

F. Discuss assignment sheets.

G. Adapt materials for special needs students.

H. Assign students to bring examples of different equipment used in jobs to class.

I. Have students find examples of sex role stereotypes.

EXAMPLES: Children's storybooks; magazines; or other publications

J. Review Unit II, Peer Relations, from Home Economics I section on self-image.

K. Have students write children's stories using names of children in the day care center in the story. This will improve the children's self-images.

L. Have students interview a child to find out about the child's self-image. The following questions might be helpful.

1. Tell me what you look like. Are you big? Small? Chubby? Thin? Fair? Dark? What is your hair like? Do you look like everyone else?
2. How do you usually act? What kind of person are you? How do you treat others? How do others treat you?
3. What do most people think about you?
4. What do you do best?

SUGGESTED ACTIVITIES

5. What are you not very good at doing?

6. If you could change one thing about yourself, what would you change?

Follow-up--Read each description without revealing the name of the child being described. The class can try to identify each child from the descriptions.

M. Have students lead children in dramatic play activities.

1. Display items used in a doctor's office such as tongue depressors, cotton swabs, cotton balls, adhesive tape, masks, small flashlights, play microscope, scales, reflex hammers, "play" needles, syringe, nurse's and doctor's hat, and stethoscope (toy or real). The nurse's hat can be made from heavy white paper or from the cuff of a man's white shirt stapled onto a band of elastic, and trimmed with black edging or a red cross. Doctor's hats can be made from a band of heavy white paper, with a circle covered with aluminum foil in the center for the light.

2. Have students provide children with child-size traffic signs, police officer's hat, and paper tickets.

3. Have students assist children in making a fire fighter's hat by cutting the brim from red construction paper and leaving a hole for the child's head.

4. Have students assist children in making a police officer's badge. Students should cut a star from stiff cardboard and let children cover it with aluminum foil.

N. Help students discuss with children items found in everyday life and how they are connected with careers.

1. Traffic lights.

2. School fire drills.

3. Police officer conducting traffic.

4. The experience of mailing a letter.

O. Obtain suggested children's books.

(NOTE: These books may be found in your local library.)

1. *He Bear She Bear*, by Jan and Stan Berenstain.

2. *Kathy and the Big Snow*, by Virginia Lee Burton.

3. *Martin's Father*, by Margrit Eichler.

SUGGESTED ACTIVITIES

4. *The Sheep Book,* by Carmen Goodyear.
5. *Girls Can Be Anything,* by E. P. Dutlon.
6. *Mommie At Work,* available from Scholastic Book Service.
7. *The Dancers,* by Walter D. Myers.
8. *I Can Help Too,* by Llon Wikland.
9. *Tommy Goes To The Doctor,* available from Houghton Mifflin Co.
10. *My Doctor,* by Harlow Rockwell.

P. Review students on study tour and resource person guidelines from Enrichment Unit, and have students do Assignment Sheets #2 and #3 again from that unit.

Q. Obtain suggested children's records.

1. "Build Me a House" and "The Milk's Journey," available from Children Record Guild.
2. "Community and Community Helpers," read by José Ferrer.
3. "Build a City," available from Children Record Guild.
4. "Fire Engine," available from RCA Victor (Bluebird).

R. Give test.

S. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Assist Children to Develop Responsibilities
2. Assignment Sheet #2--Assist Children to Develop Good Attitudes Toward the World of Work
3. Assignment Sheet #3--Assist Children in Improving Self-Image
4. Assignment Sheet #4--Complete Social Studies/Career Awareness Activity Cards

SUGGESTED ACTIVITIES

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Adell, Judith, and Klein, Hilary Dale. *A Guide To Non-Sexist Children's Books.* Chicago: Academy Press Limited, 1976.

B. Anderson, Gregory R. *The Child and Career Development.* OSU Extension Facts, No. T2321. Stillwater: Oklahoma State University, n.d.

C. Benson, Ann. *Occupational Child Development.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.

D. Carmichael, Viola S. *Curriculum Ideas for Young Children.* Los Angeles, California: Southern Association for the Education of Young Children, 1971.

E. *Child Care Service,* n.a. Columbus, Ohio: State Department of Education, Division of Vocational Education, Home Economics Section, 1977.

F. Draper, Henry E., and Draper, Mary Wanda. *Caring For Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

G. Flemming, Bonnie Mack; Hamilton, Darlene Softley, and Hicks, JoAnne Deal. *Resources for Creative Teaching in Early Childhood Education.* Atlanta, Georgia: Harcourt Brace Jovanovich, Inc., 1977.

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

INFORMATION SHEET

I. Terms and definitions

   A. Career awareness--Process of promoting a positive attitude toward self and the world of work

   B. Self-image--What a person believes about self

   C. Fundamental concept of career education--All educational experiences, curriculum instruction, and counseling should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work

   D. Sex role stereotype--Generalization in which roles are prescribed for females and males

      EXAMPLES: Nurse always a female; welder always a man

   E. Non-traditional worker--Person employed in a position which in the past has not been held by a person of that gender

      EXAMPLE: Woman fire fighter

II. Career guidance goals in early childhood

   A. To develop in children a good attitude toward work

      EXAMPLES: To accept and respect self and others; to be dependable, responsible, and cooperative; to enjoy work and play

   B. To expand an occupational awareness in children

      EXAMPLES: Jobs of self and others

   C. To improve the image of, and dignify honest work

      EXAMPLES: Roleplaying; study tours

III. Daily tasks to help children develop personal, social, and work responsibilities (Assignment Sheet #1)

   A. Housekeeping responsibilities

      1. Putting chairs back under table

      2. Putting things where they belong

      3. Emptying trash cans

INFORMATION SHEET

B. Meal/snack responsibilities

  1. Helping set tables
  2. Scraping plates and putting them in the proper place
  3. Returning leftover food to kitchen
  4. Cleaning up after cooking

C. Classroom responsibilities

  1. Turning off lights
  2. Feeding animals
  3. Watering plants
  4. Closing doors
  5. Taking items to office
  6. Picking up supplies
  7. Displaying own artwork

IV. Materials used to promote the development of good attitudes toward the world of work (Assignment Sheet #2)

(NOTE: Talking about these items will help children realize that everyday items relate to jobs.)

A. Hats of various occupations

B. Secretary's notebook

C. Lab apron

D. Artist's smock and easel

E. Ballet shoes

F. Waitress' or waiter's apron and tray

G. Painter's cap and brush

H. Custodian's keys and broom

I. Space helmet and space suit

J. Musical instruments

K. Doctor's stethoscope

INFORMATION SHEET

L. Paper hanger's paste brush and wheel knife

M. Carpenter's handsaw, square, and hammer

N. Beekeeper's hat and smoker

O. Livestock worker's rope and spurs

P. Photographer's camera

V. Ways to improve children's self-images (Assignment Sheets #3 and #4)

A. Have children view themselves in full-length mirror

B. Display children's photographs

C. Record children's voices and play them back

D. Measure and record height on personalized charts

E. Personalize children's equipment

F. Help children draw pictures of themselves

G. Lead children in singing of simple songs about themselves

EXAMPLES: "I Have 10 Fingers"
"My Hands My Shoulder"

VI. Career development stages and age groups

A. Fantasy substage--Up to 10 years

EXAMPLES: 1. Child looks at careers in make-believe manner

2. Work is looked at as a way to give joy and pleasure

3. Children are interested in careers of joy, excitement, and glamour

B. Interest substage--10 to 12 years of age

EXAMPLES: Hobbies help develop careers

(NOTE: Parents should discuss hobby interests with children.)

C. Capacity stage--12 1/2 to 14 years

EXAMPLE: Child begins to relate performance in school to jobs

(NOTE: Parents should discuss the importance of proper career planning.)

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ASSIGNMENT SHEET #1--ASSIST CHILDREN TO DEVELOP RESPONSIBILITIES

NAME ______________________________ SCORE ______________

Learning to be responsible is very important to be successful in a career. Responsibility should be taught to children at a young age.

Lead one or more children in a discussion of things that should be their responsibilities on the following three topics.

A. Ask a child to describe one job he or she is doing independently when getting ready to come to the child care center.

EXAMPLES: Brushing hair; washing face; dressing self

B. Ask a child to describe a job he or she is performing for the family.

EXAMPLES: Picking up toys; putting soiled clothes in proper place; dusting furniture; helping wash car

C. Select a nursery school responsibility and have a child perform this duty independently for a definite time.

EXAMPLES: Picking up blocks; distributing materials; feeding fish

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ASSIGNMENT SHEET #2--ASSIST CHILDREN TO DEVELOP GOOD ATTITUDES TOWARD THE WORLD OF WORK

NAME ______________________________ SCORE ______________

PART I

Children are often confused about different types of careers. During play they hold in highest esteem careers that provide the most glamour, action, and visibility.

Using magazines, catalogs, and other available materials, find 15 pictures of people at work. Include the non-traditional worker.

Mount these on construction paper and cover with clear Contact paper. Use these pictures to describe careers to children.

PART II

After pictures from Part I are completed, choose five of them and write scripts describing the careers to children. Include things such as tools used and any special equipment that may be worn. Use the sample script as a guide.

(NOTE: A convenient way to present and store pictures and scripts is to mount the picture on one side of a file folder and the script on the other side. When presenting the pictures, fold the folders so children can see pictures and caregiver can see script.)

SAMPLE SCRIPT

Career title: Nurse

Script: A nurse is a person that works in a hospital, doctor's office, or clinic. The nurse does many things for sick people such as giving them medicine and taking their temperatures.

____

____

Picture A.

Career title: ______________________________

Script: ______________________________

____

____

____

ASSIGNMENT SHEET #2

Picture B.

Career title: ____

Script: ____

____

____

____

Picture C.

Career title: ____

Script: ____

____

____

____

Picture D.

Career title: ____

Script: ____

____

____

____

Picture E.

Career title: ____

Script: ____

____

____

____

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ASSIGNMENT SHEET #3--ASSIST CHILDREN IN IMPROVING SELF-IMAGE

NAME ________________________________ SCORE ______________

What children think of themselves is very important. It plays an important role in the way the child socially interacts among playmates. The child care worker can help a child develop a positive self-image through a variety of activities.

Use one of the following suggested activities (or plan one of your own), to improve a child's self-image.

A. Have child lie on a piece of paper that is a little longer than the child is tall. The child care worker or another child should trace around the child's body with a marker. Then have child draw on face and clothes. Suggest to child to draw clothing that would be worn on a job he or she is interested in. Be sure child's name is put on drawing and that the picture is hung on the wall.

B. Make child's hand or footprint by placing hand or foot in a pan of tempera paint. Press wet foot or hand on a large piece of paper with other children's prints. Then hang on wall. With this activity, be sure to have a sink or pan of soapy water to wash children's hands and feet. This can be a nice gift for the children's parents if a smaller piece of paper is used. Be sure to write the date by the footprint.

C. If a camera and film is available, take pictures of the children in "neat" activities. For example, children dressed up like fire fighters. Put these pictures up for people to view. If possible, use a type of camera in which the children can see their pictures immediately.

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ASSIGNMENT SHEET #4–COMPLETE SOCIAL STUDIES/CAREER AWARENESS ACTIVITY CARDS

NAME ______________________ SCORE ____________

Having activities organized and ready for children is the key to presenting learning activities.

Using the information from the unit, activity guides, the blank activity card provided, and nine cards of your own, complete 10 social studies/career awareness activity cards.

Following is a list of suggested activities:

A. Flannel board stories on specific careers

B. Self-concept activities

C. Prop box activities

ASSIGNMENT SHEET #4

CONCEPT/SKILL:	ACTIVITY:
LEARNING CENTERS:	GROUPING:
OBJECTIVE:	
MATERIALS:	
PROCEDURES:	
OTHER CONCEPTS/SKILLS:	OTHER ACTIVITIES:
STUDENT'S NAME: ______________________	DATE: ______________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from *Child Development Associate Curriculum*, developed under the direction of Susan Catlett Loveless, January, 1979.

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with career awareness to their correct definitions. Write the correct numbers in the blanks.

   _____a. Process of promoting a positive attitude toward self and the world of work

   _____b. What a person believes about self

   _____c. Person employed in a position which in the past has not been held by a person of that gender

   _____d. Generalization in which roles are prescribed for females and males

   _____e. All educational experiences, curriculum instruction, and counseling should be geared to preparation for economic independence, personal fullfillment, and an appreciation for the dignity of work

   1. Non-traditional worker
   2. Career awareness
   3. Sex role stereotype
   4. Fundamental concept of career education
   5. Self-image

2. Discuss goals of career guidance in early childhood.

   ____

   ____

   ____

   ____

   ____

   ____

3. List daily tasks to help children develop personal, social, and work responsibilities. List two from each category.

   a. Housekeeping responsibilities

      1) ____

      2) ____

TEST

b. Meal/snack responsibilities

1) ______________________________

2) ______________________________

c. Classroom responsibilities

1) ______________________________

2) ______________________________

4. List 10 materials used to promote the development of good attitudes toward the world of work.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

5. Select from the following list ways to improve children's self-images. Mark each correct answer with an "X."

_____a. Lead children in singing of simple songs about themselves

_____b. Have children view themselves in full-length mirror

_____c. Correct children often

_____d. Measure and record height on personalized charts

_____e. Use very strong discipline

_____f. Record children's voices and play them back

_____g. Help children draw pictures of themselves

TEST

______h. File children's artwork away

______i. Personalize children's equipment

______j. Display children's photographs

______k. Acknowledge only great success

______l. Discourage children from showing feelings

6. Match career development stages to their correct age groups. Write the correct numbers in the blanks.

______a. Interest substage

______b. Fantasy substage

______c. Capacity stage

1. Up to 10 years
2. 12 1/2 to 14 years
3. 10 to 12 years of age

(NOTE: Test questions 7-10 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

7. Assist children to develop responsibilities.
8. Assist children to develop good attitudes toward the world of work.
9. Assist children in improving self-image.
10. Complete social studies/career awareness activity cards.

SOCIAL STUDIES/CAREER AWARENESS
UNIT IX

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (10 points)

   a. 2
   b. 5
   c. 1
   d. 3
   e. 4

2. (9 points)

   Discussion should include

   a. To develop in children a good attitude toward work
   b. To expand an occupational awareness in children
   c. To improve the image of, and dignify honest work

3. (6 points)

   Answer should include two from each of the following categories

   a. Housekeeping responsibilities
      1) Putting chairs back under table
      2) Putting things where they belong
      3) Emptying trash cans
   b. Meal/snack responsibilities
      1) Helping set tables
      2) Scraping plates and putting them in the proper place
      3) Returning leftover food to kitchen
      4) Cleaning up after cooking

ANSWERS TO TEST

c. Classroom responsibilities
    1) Turning off lights
    2) Feeding animals
    3) Watering plants
    4) Closing doors
    5) Taking items to office
    6) Picking up supplies
    7) Displaying own artwork

4. (10 points)

Answer should include any 10 of the following

a. Hats of various occupations
b. Secretary's notebook
c. Lab apron
d. Artist's smock and easel
e. Ballet shoes
f. Waitress' or waiter's apron and tray
g. Painter's cap and brush
h. Custodian's keys and broom
i. Space helmet and space suit
j. Musical instruments
k. Doctor's stethoscope
l. Paper hanger's paste brush and wheel knife
m. Carpenter's handsaw, square, and hammer
n. Beekeeper's hat and smoker
o. Livestock worker's rope and spurs
p. Photographer's camera

ANSWERS TO TEST

5. (24 points)

   a, b, d, f, g, i, j

6. (6 points)

   a. 3

   b. 1

   c. 2

7. Evaluated to the satisfaction of the instructor (20 points)

8. Evaluated to the satisfaction of the instructor (35 points)

9. Evaluated to the satisfaction of the instructor (30 points)

10. Evaluated to the satisfaction of the instructor (50 points)

GAMES
UNIT X

UNIT OBJECTIVE

After completing this unit, the student should be able to plan game activities and present them to children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. State values of games.
2. Select from a list roles of the caregiver in children's games.
3. List types of games.
4. State suggestions for teaching games.
5. Select from a list criteria for selecting games.
6. Select from a list times to use games.
7. State safety suggestions for games.
8. Select household items to be used for games.
9. Complete game activity cards.
10. Evaluate a game activity.
11. Demonstrate the ability to
    a. Make games and present to children.
    b. Present games to children.
    c. Make folder games.

GAMES
UNIT X

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Develop appropriate learning activities for special needs students.

   H. Review with students Assignment Sheet #3 from Unit III, Unit Planning and Scheduling, when doing Assignment Sheet #2 from this unit.

   I. Review with students activities from Job Sheet #1 from Unit VIII, Math. Emphasize that these are games that teach math concepts.

   J. Emphasize to students that children's games are for fun and learning, not competitive activities to be won or lost.

   K. Have students make a list of commercial games from an equipment supply catalog and give the concept being taught by each game.

   L. Supply students with activity books to use when doing Assignment Sheet #2.

   M. Take students on a study tour to the game department of a store. Have them list games, age level each game is appropriate for, and what child can learn from playing each game.

   N. Give test.

   O. Reteach, if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

  1. Assignment Sheet #1--Select Household Items to be Used for Games

  2. Assignment Sheet #2--Complete Game Activity Cards

  3. Assignment Sheet #3--Evaluate a Game Activity

E. Answers to assignment sheets

F. Job sheets

  1. Job Sheet #1--Make Games and Present to Children

  2. Job Sheet #2--Present Games to Children

  3. Job Sheet #3--Make Folder Games

G. Test

H. Answers to test

III. Unit references

A. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Flemming, Bonnie Mack; Hamilton, Darlene Softly, and Hicks, JoAnne Deal. *Resources for Creative Teaching in Early Childhood Education*. New York: Harcourt-Brace Jovanovich, Inc., 1977.

C. Leeper, Sarah; Dale, Ruth J.; Skipper, Dora Sikes, and Witherspoon, Ralph L. *Good Schools for Young Children*. London: The Macmillan Company, Collier-Macmillan Limited, 1968.

D. Lester, Dell, and Popp, Jeffery. *Fantastic Folders*. Columbus, Georgia: Columbus Office Supply Company, 1979.

E. Lorton, Mary Baratta. *Workjob*. Menlo Park, California: Addison-Wesley Publishing Company, 1972.

GAMES
UNIT X

INFORMATION SHEET

I. Values of games

   A. Help develop all areas

      EXAMPLES: Physical; emotional; social; intellectual

   B. Provide easier transition from one activity to another

   C. Build feelings of confidence

   D. May develop persistence

   E. Teach ability to take turns

   F. Teach ability to solve problems

   G. Create pleasant learning experiences

   H. Provide opportunity to learn to manage and control one's body

      EXAMPLE: Large and small muscle control

   I. Teach ability to understand and follow rules and directions

   J. Encourage fair play and sportsmanship

   K. Teach understanding of self and others

   L. Positively affect relationships with other children

   M. Play an important part in child's emotional adjustment

   N. Help develop specific skills

      EXAMPLE: Classification

   O. Help develop better understanding of concepts

      EXAMPLES: Colors; sequence

II. Roles of the caregiver in children's games (Assignment Sheet #3)

   A. Give directions

      (NOTE: Directions should be given at the time the game is to be played.)

   B. Be sure all children are chosen and that all children are allowed to participate

   C. Assist children in playing the game

      EXAMPLE: Demonstrate to children how to play the game

INFORMATION SHEET

III. Types of games (Assignment Sheet #1; Job Sheets #1, #2, and #3)

A. Identification games

EXAMPLES: Name It; I See Something, What Do You See?; Look and See

B. Language games

EXAMPLES: Guess Who?; Who Am I?; What Did You Hear?; Let's Tell a Story

C. Classification games

EXAMPLE: Lotto

D. Direction games

EXAMPLES: Follow the Leader; Simon Says

E. Counting games

EXAMPLE: How Many?

F. Circle games

EXAMPLE: Hot Potato

(NOTE: Save these games for the most mature group or modify so game can be played without a formal circle formation.)

G. Singing games

H. Problem-solving games

EXAMPLES: Sequence; Which Come First?

IV. Suggestions for teaching games (Assignment Sheet #3)

A. Work with a small group if possible

(NOTE: Young children learn better in a small group because of the person-to-person relationship.)

B. Keep instructions short and active

(NOTE: Children's attention spans are about one minute more than their ages.)

C. Introduce only one or two concepts at a time

D. Make instructions clear

E. Do not insist that every child participate

INFORMATION SHEET

F. Watch for restlessness; stop when children are tired

G. Encourage children to put away games and equipment

V. Criteria for selecting games (Assignment Sheet #2)

A. Select games which further all types of development

B. Consider age level

C. Consider needs of the children

D. Use a variety of games

E. Select games to supplement learning activities

F. Select games which provide a variety of learning experiences

G. Consider available resources needed to play games

H. Choose games in which many children can participate

(NOTE: It is very important to choose games so that each child that wants to play can participate. Be sure that no child is left out if sides are chosen.)

I. Select games with few rules

J. Select games with little competitive aspect

(NOTE: As children grow older, they are able to understand competition better and to participate in competitive games.)

VI. Times to use games (Assignment Sheet #2)

A. When children are making a transition from one activity to another

EXAMPLES: Active playtime to storytime; snacktime to playground

B. While children are waiting for something to be prepared

EXAMPLE: If snack has been delayed

C. When introducing a new concept

EXAMPLES: New area of math, art, or science

D. When riding in a car or van

INFORMATION SHEET

VII. Safety suggestions for games (Assignment Sheet #2)

  A. Stress need for all children to be alert

  B. Teach proper use of supplies

  C. Provide necessary controls

  (NOTE: Unnecessary roughness should not be permitted.)

  D. Provide sufficient space

  E. Do not allow children to run toward a wall when playing running games

GAMES
UNIT X

ASSIGNMENT SHEET #1--SELECT HOUSEHOLD ITEMS TO BE USED FOR GAMES

NAME________________________________ SCORE ________________

Games offer an excellent vehicle for learning while having fun. Often, in a child care center, the budget for buying play equipment is limited. The caregiver must be creative and make games to be used in the centers.

Select household equipment that could be used to make games for children. Complete the following chart.

EXAMPLE:

GAME	HOUSEHOLD ITEM	TYPE OF GAME
Sorting buttons	Buttons and butter tub	Classification

GAME	HOUSEHOLD ITEM	TYPE OF GAME

GAMES
UNIT X

ASSIGNMENT SHEET #2--COMPLETE GAME ACTIVITY CARDS

NAME____ SCORE __________________

Having organized activities ready for children is the key to presenting successful learning experiences.

Using activities books, the blank activity card provided on the following page, and nine cards of your own, complete 10 game activity cards.

Following is a list of suggested activities:

A. Identification games

B. Language games

C. Classification games

D. Direction games

ASSIGNMENT SHEET #2

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ______________________________

DATE: ____________________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from ***Child Development Associate Curriculum***, developed under the direction of Susan Catlett Loveless, January, 1979.

GAMES
UNIT X

ASSIGNMENT SHEET #3--EVALUATE A GAME ACTIVITY

NAME______________________________________ SCORE ________________

When presenting games to children, give careful attention to planning and to how the activity is carried out. The caregiver should encourage children to participate in the experience and to ask questions.

Evaluate a game activity by observing the experience and answering the questions below.

		YES	NO
A.	Was the caregiver prepared with equipment and supplies at hand?	_____	_____
B.	Was the game suitable for the children's age level?	_____	_____
C.	Did the children learn anything from the game?	_____	_____
	If so, what?___________________________________ ____		
D.	Did the game supplement a learning activity?	_____	_____
E.	Were all the children that wanted to able to participate?	_____	_____
F.	Did the game have few rules?	_____	_____
G.	Did the game have little competitive aspect?	_____	_____
H.	Were the directions given clearly by the caregiver?	_____	_____
I.	Did children aid in returning games to their proper places?	_____	_____

J. If any checks are in the "No" column, explain what needs to be done to change this, if anything--____

____

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____

____

GAMES
UNIT X

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

GAMES
UNIT X

JOB SHEET #1--MAKE GAMES AND PRESENT TO CHILDREN

(NOTE: Games that are presented to children should be fun and easy to play. Rules should be simple and all children that want to participate should have a chance.)

I. Sequence or problem-solving (story game)

   A. Equipment and supplies needed

      1. Storybook

         (NOTE: This book should have pictures which tell a story.)

      2. Scissors

      3. Glue

      4. Poster board

   B. Procedure

      1. Cut poster board into four x six-inch cards

         (NOTE: This size will vary, depending on the size of the pictures used.)

      2. Cut pictures from book

         (NOTE: If possible choose a book that has approximately three pictures per story.)

      3. Glue pictures on poster board

      4. Allow children to group pictures in proper sequence to tell story

II. Identification (Sniff and Smell)

   A. Equipment and supplies needed

      1. Small containers with lids, approximately 10

         EXAMPLE: Film containers

      2. Seasonings or spices, approximately five

         EXAMPLES: Onion salt; dry mustard; cinnamon; vanilla; cocoa

         (NOTE: Use approximately four tablespoons of each one.)

      3. Ice pick

JOB SHEET #1

4. Nylon cloth, approximately four inches long

5. Scissors

B. Procedure

1. Put two tablespoons of a seasoning or spice in two containers; do this until all the seasonings or spices and containers are used

2. With the ice pick, punch several holes in the container lids

   (CAUTION: Be very careful when using the ice pick.)

3. Glue piece of nylon to inside of each lid

   (NOTE: This will prevent spilling.)

4. Glue lids on containers

5. Allow children to pair containers by putting containers with like smells side by side

III. Circle ("Hot Potato")

A. Equipment and supplies needed

1. Small towel

   (NOTE: Several items could be used, such as the foot of a nylon stocking stuffed with cotton or a piece of cloth.)

2. Space on floor to form circle

3. Record and record player or tape recorder and tape

B. Procedure

1. Tie towel into knots to form a ball if possible

2. Have children sit in a circle

3. Tell children to pretend that towel is a hot potato

4. Play music, and have children toss towel to each other as if it were a hot potato and it was burning their hands

5. Tell children to toss the towel before the music stops

   (NOTE: Be sure to play games several times and to stop the music on a different child each time. This way no child feels that he or she was the only person stuck with the "hot potato" when the music stopped. Emphasize that there are no winners or losers.)

GAMES
UNIT X

JOB SHEET #2--PRESENT GAMES TO CHILDREN

(NOTE: There are many games that do not require equipment such as game boards or cards.)

I. Language (Guess Who?)

   A. Equipment and supplies needed--Space so children can see each other

   B. Procedure

      1. Describe one of the children by describing clothing and/or hair color

         EXAMPLE: "I see someone with blonde hair and a blue belt."

      2. Have children name child that you have described

      3. If children cannot identify child, add more clues

         (NOTE: Play game until all children have been described.)

II. Direction (Follow the Leader)

   (NOTE: This is an excellent game for a rainy day.)

   A. Equipment and supplies needed

      1. Space in classroom

      2. Classroom equipment

         EXAMPLES: Chairs; tables

   B. Procedure

      1. Arrange classroom equipment to form a maze or tunnel

         EXAMPLE: Line chairs side by side so children can crawl underneath them

      2. Appoint a leader

         (NOTE: With this game each child probably will not get to be a leader if there is a very large group of children. Remember which children did not get to be leaders and explain that they can be leaders next time, or be first for doing the next activity.)

      3. Encourage children to crawl through the maze or tunnel, following what the leader does

GAMES
UNIT X

JOB SHEET #3--MAKE FOLDER GAMES

(NOTE: A caregiver can make interesting and exciting games by using an ordinary file folder. The game board can be made from a file folder, and other parts of the game can be stored in the folder. Folder games should be stored so that children can have easy access to the games.)

I. Folder Game (Seasons)

   A. Equipment and supplies needed

      1. File folder

      2. Small pictures of different seasons

         EXAMPLES: Snow scene; spring flowers

      3. Clear Contact paper or laminating machine

      4. Scissors

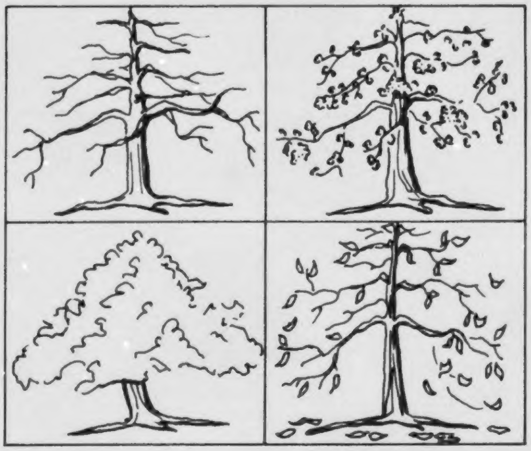
      5. Marking pencil

   B. Procedure

      1. Divide file folder into four equal sections by drawing lines with a pencil

      2. Draw a picture of a tree as it would look during the four seasons (Figure 1)

FIGURE 1



JOB SHEET #3

3. Cover folder with clear Contact paper or laminate it
4. Cut pictures and cover with clear Contact paper or laminate them
5. Allow the children to place each picture over the section of the folder that the picture relates to

   EXAMPLE: Fall picture over the fall section of the folder

II. Folder Game (Living and non-living)

A. Equipment and supplies needed

1. File folder
2. Small pictures of objects, living and non-living

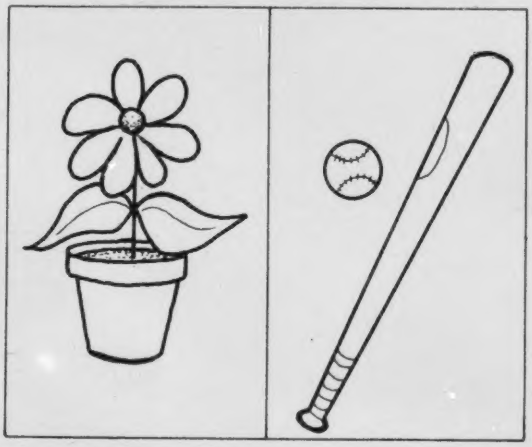
   EXAMPLES: Football; baby chick

3. Clear Contact paper or laminating machine
4. Scissors
5. Marking pencil

B. Procedure

1. Divide file folder in half by drawing a line in the center from top to bottom
2. Draw a picture of a living thing on one side and a non-living thing on the other side (Figure 2)

FIGURE 2



JOB SHEET #3

3. Cover folder with clear Contact paper or laminate it
4. Cut pictures and cover with clear Contact paper or laminate them
5. Allow children to place each picture over the section of the folder that the picture relates to

   EXAMPLE: Picture of the baby chick over the flower

GAMES
UNIT X

TEST

NAME________________________________ SCORE ______________

1. State eight values of games.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

2. Select from the following list the roles of the caregiver in children's games. Mark each correct answer with an "X."

_____a. Give directions

_____b. Point out every mistake the children make

_____c. Be sure all children are chosen and that all children are allowed to participate

_____d. Assist children in playing the game

_____e. Allow one child to be the leader

3. List seven types of games.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

TEST

4. State six suggestions for teaching games.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

   f. ____

5. Select from the following list criteria for selecting games. Mark each correct answer with an "X."

   _____a. Select games which further all types of development

   _____b. Consider age level

   _____c. Be sure game has lots of pieces

   _____d. Use a variety of games

   _____e. Select games to supplement learning activities

   _____f. Select games that have a definite winner

   _____g. Consider available resources needed to play games

   _____h. Select games with little competitive aspect

   _____i. Select games with few rules

   _____j. Choose games in which many children can participate

   _____k. Use games that have been purchased and that are expensive

   _____l. Consider needs of the children

   _____m. Select games that are complicated and that provide a great challenge

   _____n. Select games which provide a variety of learning experiences

   _____o. Select games that only a few people can play

6. Select from the following list times to use games. Mark each correct answer with an "X."

   _____a. When children are making a transition from one activity to another

   _____b. While children are waiting for something to be prepared

   _____c. Use very active games when trying to calm the children

TEST

_____ d. When introducing a new concept

_____ e. Always let the winning team be first

_____ f. When riding in a car or van

7. State four safety suggestions for games.

   a. ____

   b. ____

   c. ____

   d. ____

(NOTE: Test questions eight-11 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Select household items to be used for games.

9. Complete game activity cards.

10. Evaluate a game activity.

11. Demonstrate the ability to

    a. Make games and present to children.

    b. Present games to children.

    c. Make folder games.

GAMES
UNIT X

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (16 points)

   Answer should include any eight of the following

   a. Help develop all areas

   b. Provide easier transition from one activity to another

   c. Build feelings of confidence

   d. May develop persistence

   e. Teach ability to take turns

   f. Teach ability to solve problems

   g. Create pleasant learning experiences

   h. Provide opportunity to learn to manage and control one's body

   i. Teach ability to understand and follow rules and directions

   j. Encourage fair play and sportsmanship

   k. Teach understanding of self and others

   l. Postively affect relationships with other children

   m. Play an important part in child's emotional adjustment

   n. Help develop specific skills

   o. Help develop better understanding of concepts

2. (10 points)

   a, c, d

ANSWERS TO TEST

3. (7 points)

Answer should include any seven of the following

a. Identification games
b. Language games
c. Classification games
d. Direction games
e. Counting games
f. Circle games
g. Singing games
h. Problem-solving games

4. (6 points)

Answer should include any six of the following

a. Work with a small group if possible
b. Keep instructions short and active
c. Introduce only one or two concepts at a time
d. Make instructions clear
e. Do not insist that every child participate
f. Watch for restlessness; stop when children are tired
g. Encourage children to put away games and equipment

5. (30 points)

a, b, d, e, g, h, i, j, l, n

6. (12 points)

a, b, d, f

7. (4 points)

Answer should include any four of the following

a. Stress need for all children to be alert
b. Teach proper use of supplies
c. Provide necessary controls
d. Provide sufficient space
e. Do not allow children to run toward a wall when playing running games

ANSWERS TO TEST

8. Evaluated to the satisfaction of the instructor (20 points)
9. Evaluated to the satisfaction of the instructor (50 points)
10. Evaluated to the satisfaction of the instructor (10 points)
11. Performance skills evaluated to the satisfaction of the instructor
    a. (15 points)
    b. (10 points)
    c. (10 points)

TRANSITIONAL ACTIVITIES
UNIT XI

UNIT OBJECTIVE

After completing this unit, the student should be able to plan transitional activities and present them to children. This knowledge will be shown by completing assignment sheets, job sheet, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define terms related to transitional activities.
2. State the goal of transitional activities.
3. Select from a list facts about transitional activities.
4. Select from a list ways to make transition time easier.
5. Discuss specific times when transitional activities are needed.
6. Match transitional activities to their correct descriptions/characteristics.
7. Arrange in order suggested steps for the caregiver to aid in cleanup time before transitional activities.
8. Respond to situations to promote transitional activities.
9. Complete transitional activity cards.
10. Evaluate a transitional activity.
11. Demonstrate the ability to present transitional activities to children.

TRANSITIONAL ACTIVITIES
UNIT XI

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheet.

   G. Develop appropriate learning activities for special needs students.

   H. Review with students Assignment Sheet #3 from Unit III, Unit Planning and Scheduling, when doing Assignment Sheet #2 of this unit.

   I. Emphasize to students that many of the activities presented in Job Sheets from the Music, Children's Literature, Math, and Games units can be used as transitional activities.

   J. Review with students Assignment Sheet #3 from Unit V, Music, when students present finger plays to the children.

   K. Review with students Assignment Sheet #4 and Job Sheet #1 from Children's Literature unit when students are planning transitional activities.

   L. When discussing Objective Six, suggest that students do part B as a job sheet.

   M. Provide students with activity books when doing Assignment Sheet #2.

   N. Allow students to observe children in a child care center during a transitional activity.

   O. Give test.

   P. Reteach, if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Assignment sheets

  1. Assignment Sheet #1--Respond To Situations To Promote Transitional Activities
  2. Assignment Sheet #2--Complete Transitional Activity Cards
  3. Assignment Sheet #3--Evaluate A Transitional Activity

E. Answers to assignment sheets

F. Job Sheet #1--Present Transitional Activities To Children

G. Test

H. Answers to test

III. Unit references

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E. Pugmire, M. C. Weller. *Experiences in Music for Young Children.* Albany, New York: Delmar Publishers, 1977.

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TRANSITIONAL ACTIVITIES
UNIT XI

INFORMATION SHEET

I. Terms and definitions

   A. Transition--Time spent in moving from one activity to the next

   (NOTE: Transitional activities account for about 20 to 35 percent of activity time in a child care center. Because of this, transition time should be managed well so that children can move from one activity to another.)

   B. Terminate--To bring to an end

II. Goal of transitional activities--To help children terminate an activity and prepare to begin a new one in a positive manner

III. Facts about transitional activities (Assignment Sheet #2)

   A. Enable children to see the conclusion or completion of an activity

   B. Set mood for the next activity

   C. Reinforce ideas already learned

   D. Help children build good relations with each other

   E. Add interest and variety to the daily schedule

IV. Ways to make transition time easier (Assignment Sheet #1)

   A. Give children advance warning of activity change

   B. Emphasize to children that there is usually no choice

   (NOTE: The caregiver could say "It is time to go indoors and eat lunch," instead of asking the children if they want to come in. Have children sing a song such as "Here We Go Marching.")

   C. Stop activity when children begin to lose interest

   (NOTE: Suggest that children start putting blocks back on the shelf or put art supplies away.)

   D. Use a variety of techniques

   EXAMPLES: Finger plays; songs

   E. Make statement that relates to what children are doing

   EXAMPLE: Children are busy playing gas station and won't come for snack. Caregiver could say, "Stop playing and come and fill your tank."

INFORMATION SHEET

V. Specific times when transitional activities are needed (Assignment Sheet #2)

A. Monday morning

(NOTE: Settling down on Monday morning after a weekend may be particularly difficult for some children.)

1. Do not immediately put children into organized activities
2. Allow children to talk about weekend experiences

B. Arrival time at center

1. Greet each child by name and make a comment

   EXAMPLE: "Good morning, Barb, I like your pretty red dress."

2. Direct children to some quiet activity

   EXAMPLE: Table games

C. Active to quiet play

1. Make children feel at ease with new activity
2. May need to demonstrate new activity

   EXAMPLE: Show children how to mix paint

D. Lunch

1. Read story and send children in groups of two to wash hands

   (NOTE: This prevents confusion in the bathroom.)

2. Sing a song just before food is to be served

   (NOTE: This is a good activity if food is late.)

E. Nap time

1. Present finger plays or story
2. Play record that is calming and soothing; send children to restroom in pairs

F. Leaving time

1. Tell each child good-bye
2. Do not rush children
3. Be sure children have any items that should be taken home

   EXAMPLE: Artwork

INFORMATION SHEET

VI. Transitional activities and their descriptions/characteristics (Assignment Sheets #2 and #3, Job Sheet #1)

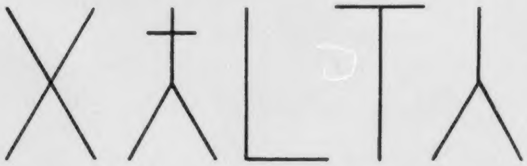
A. Animals--Conceal until group time

B. Body cards--Large cards on which different positions have been drawn; ask children to represent symbols with their bodies (Figure 1)

(NOTE: This is a good activity for going from extremely active play.)

EXAMPLE:

FIGURE 1



C. Cognitive concepts--Ask children to respond to specific situations

EXAMPLE: "Where would I go to get my hair cut?"

D. Children tell stories--Allow children to take the caregiver's place and present original or make-believe stories

E. Feely box--Has objects that the children are familiar with

F. Films--Used to supplement firsthand experience; select carefully and use infrequently

G. Finger plays--Can help teach number concepts; should be short and interesting

H. Rhyming games--Show object, read a poem or story, and ask children to give words that rhyme with object

I. Role playing--Encourage children to act out a story or activity; let other children guess what is being acted out

J. Surprise box--Have objects of interest to the children in a container; take out an object, talk about it, and let children examine it

K. Talking time for children--Ask questions and let children respond

EXAMPLES: "Who is absent today?," "Has there been a change in the weather?"

L. Music activities--Songs offer smooth transition

INFORMATION SHEET

VII. Suggested steps for the caregiver to aid in cleanup time before transitional activities

A. Discourage anyone who is about to take out more equipment

B. Quietly initiate cleanup in areas that usually take the longest

EXAMPLE: Blocks

C. Announce cleanup time

D. Offer aid and assistance where needed

E. As most children are finished, begin transitional activity but keep an eye on those children still completing cleanup tasks

F. Continue activities as late joiners come into the group

TRANSITIONAL ACTIVITIES
UNIT XI

ASSIGNMENT SHEET #1--RESPOND TO SITUATIONS TO PROMOTE TRANSITIONAL ACTIVITIES

NAME ______________________________ SCORE ____________________

When children are having fun with an activity, it is sometimes hard to get them to stop and do something else. Often a caregiver can make a simple statement about what the children are doing to help get them to change activities with little confusion.

In each of the following situations, tell what a caregiver might say to get the children interested in coming to the story corner and listening to the story.

A. Mary and Sue have lined up chairs and are pretending to be driving cars.

____

____

B. Glenda, Vonda, and Bruce are pretending to be on the moon and are walking around like weightless astronauts.

____

____

C. Diane, Jimmy, and Ronnie have set up camp in a corner of the child care center and are preparing food.

____

____

D. Tonya and Sonya were watching fish in the aquarium. Tonya demonstrated how to swim and is moving her arms around and around.

____

____

TRANSITIONAL ACTIVITIES
UNIT XI

ASSIGNMENT SHEET #2--COMPLETE TRANSITIONAL ACTIVITY CARDS

NAME ______________________ SCORE ______________

Having organized activities ready for the children is the key to a smooth transition. Using activity books, the blank activity card provided, and nine cards of your own, complete 10 transitional activity cards.

Following is a list of suggested activities:

A. Finger plays

B. Flannel board stories

C. Guessing games

D. Nursery rhymes

E. Musical activities

F. Feely box

G. Number activities

H. Poetry

I. Matching games

ASSIGNMENT SHEET #2

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ____________________

DATE: ____________________

Adapted with permission of Oscar Rose Junior College, Midwest City, Oklahoma, from *Child Development Associate Curriculum*, developed under the direction of Susan Catlett Loveless, January, 1979.

TRANSITIONAL ACTIVITIES
UNIT XI

ASSIGNMENT SHEET #3--EVALUATE A TRANSITIONAL ACTIVITY

NAME ______________________ SCORE ______________

When presenting transitional activities to children, give careful attention to the planning stage and to how the activity is carried out. Encourage children to participate and to ask questions.

Observe a transitional activity and evaluate it by answering the following questions.

		YES	NO
A.	Did the caregiver give children advance warning that it was about time to change activities?	____	____
B.	Did caregiver offer aid or assistance to children during cleanup when it was needed?	____	____
C.	Did caregiver have other activities for children to do while they waited for caregiver and other children? EXAMPLE: Puzzle	____	____
D.	Did caregiver start activity and also keep an eye on children still working?	____	____
E.	Was caregiver well prepared and did caregiver have equipment and supplies at hand?	____	____
F.	Did caregiver provide the children with accurate and adequate information about the activity?	____	____
G.	Did caregiver ask children the proper questions to get them interested in the activity?	____	____
H.	Did caregiver encourage children to ask questions?	____	____
I.	Did the children learn anything from this activity?	____	____

If so, what? ______________________

____

J. If any checks are in the "No" column, explain what needs to be done to change this, if anything.

____

____

____

TRANSITIONAL ACTIVITIES
UNIT XI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: These are suggested answers.)

A. "Drive your cars over here and park them in our circle."

B. "Space people, please walk over here."

C. "Diane, Jimmy, and Ronnie, let us see what you have cooked."

D. "Tonya and Sonya, please swim over here and listen to our story."

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

TRANSITIONAL ACTIVITIES
UNIT XI

JOB SHEET #1--PRESENT TRANSITIONAL ACTIVITIES TO CHILDREN

(NOTE: It is impossible for all the children to be doing the same thing at the same time. Children work at different paces and some will finish before others. When children are sitting with nothing to do, discipline problems can arise. With properly presented transitional activities, these problems can be prevented.)

I. Police Officer, Police Officer, Where Is My Child?

  A. Equipment and materials needed

    1. Two children
    2. Group of children sitting on the floor in a circle

  B. Procedure

    1. Have children sit in a circle
    2. Select one child to be the parent
    3. The parent secretly selects one child to be the child
    4. The parent describes the child to the police officer, which is played by the remaining group of children
    5. The police officer has to guess which child the parent is describing

II. Auditory discrimination - voice

  A. Equipment and materials needed

    1. Tape recorder and tape
    2. Space on floor for children to form circle

  B. Procedure

    1. Record children's voices
    2. Play tape to the group of children
    3. Let children guess whose voice they hear

JOB SHEET #1

III. Rhyming game

A. Equipment and materials needed

1. Pictures

(NOTE: Pictures should be of objects that the children can relate to, such as a dog or cat.)

2. Space on floor for children to sit in a group

B. Procedure

1. Show children pictures

2. Name object shown in picture and encourage children to think of words that rhyme with the name of the object

EXAMPLES: Car, jar; toy; boy

TRANSITIONAL ACTIVITIES
UNIT XI

TEST

NAME ______________________ SCORE ______________

1. Define terms related to transitional activities.

   a. Transition-- ______________________

   ____

   b. Terminate-- ______________________

   ____

2. State the goal of transitional activities.

   ____

   ____

3. Select from the following list facts about transitional activities. Mark each correct answer with an "X."

   ______a. Enable children to see the conclusion or completion of an activity

   ______b. Set mood for the next activity

   ______c. Reinforce ideas already learned

   ______d. Transitional activities should be planned only if there is plenty of time

   ______e. Help children build good relations with each other

   ______f. Add interest and variety to the daily schedule

4. Select from the following list ways to make transition time easier. Mark each correct answer with an "X."

   ______a. Change activities often, keeping the children excited

   ______b. Use same technique for each transition time

   ______c. Give children advance warning of activity change

   ______d. Emphasize to children that there is usually no choice

   ______e. Stop activity when children begin to lose interest

TEST

______f. Use a variety of techniques

______g. Make statement that relates to what children are doing

5. Discuss specific times when transitional activities are needed. Discuss one from each category.

a. Monday morning--

b. Arrival time at center--

c. Active to quiet play--

d. Lunch--

e. Nap time--

f. Leaving time--

TEST

6. Match transitional activities to their correct descriptions/characteristics. Write the correct numbers in the blanks.

______a. Conceal until group time

______b. Large cards on which different positions have been drawn; ask children to represent symbols with their bodies

______c. Ask children to respond to specific situations

______d. Allow children to take the caregiver's place and present original or make-believe stories

______e. Has objects that the children are familiar with

______f. Used to supplement firsthand experience; select carefully and use infrequently

______g. Can help teach number concepts; should be short and interesting

______h. Show object, read a poem or story, and ask children to give words that rhyme with object

______i. Encourage children to act out a story or activity; let other children guess what is being acted out

______j. Have objects of interest to the children in a container; take out an object, talk about it, and let children examine it

______k. Ask questions and let children respond

______l. Songs offer smooth transition

1. Cognitive concepts
2. Body cards
3. Animals
4. Children tell stories
5. Talking time for children
6. Surprise box
7. Role playing
8. Films
9. Feely box
10. Rhyming games
11. Finger plays
12. Music activities

7. Arrange in order suggested steps for the caregiver to aid in cleanup time before transitional activities. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. As most children are finished, begin transitional activity but keep an eye on those children still completing cleanup tasks

______b. Quietly initiate cleanup in areas that usually take the longest

______c. Continue activities as late joiners come into the group

______d. Announce cleanup time

______e. Offer aid and assistance where needed

______f. Discourage anyone who is about to take out more equipment

TEST

(NOTE: Test questions eight-11 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Respond to situations to promote transitional activities.
9. Complete transitional activity cards.
10. Evaluate a transitional activity.
11. Demonstrate the ability to present transitional activities to children.

TRANSITIONAL ACTIVITIES
UNIT XI

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (10 points)

   a. Time spent in moving from one activity to the next

   b. To bring to an end

2. (7 points)

   To help children terminate an activity and prepare to begin a new one in a positive manner

3. (12 points)

   a, b, c, e, f

4. (14 points)

   c, d, e, f, g

5. (36 points)

   Discussion should include one from each category

   a. Monday morning

      1) Do not immediately put children into organized activities

      2) Allow children to talk about weekend experiences

   b. Arrival time at center

      1) Greet each child by name and make a comment

      2) Direct children to some quiet activity

   c. Active to quiet play

      1) Make children feel at ease with new activity

      2) May need to demonstrate new activity

   d. Lunch

      1) Read story and send children in groups of two to wash hands

      2) Sing a song just before food is to be served

ANSWERS TO TEST

e. Nap time

1) Present finger plays or story

2) Play record that is calming and soothing; send children to restroom in pairs

f. Leaving time

1) Tell each child good-bye

2) Do not rush children

3) Be sure children have any items that should be taken home

6. (24 points)

a.	3	g.	11
b.	2	h.	10
c.	1	i.	7
d.	4	j.	6
e.	9	k.	5
f.	8	l.	12

7. (12 points)

a.	5	d.	3
b.	2	e.	4
c.	6	f.	1

8. Evaluated to the satisfaction of the instructor (10 points)

9. Evaluated to the satisfaction of the instructor (50 points)

10. Evaluated to the satisfaction of the instructor (10 points)

11. Performance skills evaluated to the satisfaction of the instructor (15 points)

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to discuss the types and characteristics of special needs children. The student should also be able to evaluate a child care classroom. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with special needs children to their correct definitions.
2. Discuss characteristics of special needs children.
3. Match levels of mental retardation to their correct descriptions.
4. List clinical types of retardation.
5. List characteristics a child care worker should have when working with special needs children.
6. Select from a list indications of learning problems.
7. State suggestions for physical surroundings when working with special needs children.
8. Interview a child care worker about referring and testing special needs children.
9. Make a list of organizations that can provide assistance for special needs children.
10. Evaluate a classroom.

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials planned to supplement unit.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Develop appropriate learning activities for special needs students.

G. Invite qualified people who work with special needs children to discuss the diagnosis process with the class.

EXAMPLES: Audiologist; public health nurse; school psychologist

H. If possible, allow students to visit a program for the gifted child.

I. Provide students with opportunity to work with mentally handicapped children.

J. Emphasize to students that they are not qualified to put a label on any child as to the problem that the child may have.

K. Assign students to do special reports on clinical types of retardation.

L. It may be possible to obtain books listed in A-I of the unit reference from your local Head Start Center. These books are a series on mainstreaming children with handicaps into the regular child care setting, working with parents, common definitions, physical settings, and where to find help in your area.

M. If possible, take students on a study tour to visit a center that works with the physically handicapped.

EXAMPLE: Cerebral palsy center

N. Discuss adaptation of home or school facilities to meet the needs of the physically handicapped.

O. If possible, plan a study tour of a hospital classroom.

P. Give test.

Q. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Interview a Child Care Worker About Referring and Testing Special Needs Children

    2. Assignment Sheet #2--Make a List of Organizations That Can Provide Assistance For Special Needs Children

    3. Assignment Sheet #3--Evaluate a Classroom

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

III. Unit references

  A. Alonso, Lou, et al. *Mainstreaming Preschoolers: Children With Visual Handicaps.* Washington, D.C.: U.S. Department of Health and Human Services, Office of Human Development Service, Administration for Children, Youth and Families, Head Start Bureau, 1980.

  B. Baer, Sandra A., et al. *Mainstreaming Preschoolers: Children With Learning Disabilities.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

  C. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

  D. Connor, Frances Partridge, et al. *Mainstreaming Preschoolers: Children With Orthopedic Handicaps.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

  E. Donovan, John, et al. *Mainstreaming Preschoolers: Children With Hearing Impairment.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

SUGGESTED ACTIVITIES

F. Favors, Aaron, Jr., et al. *Mainstreaming Preschoolers: Children With Speech and Language Impairments.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

G. Hailey, Linda Gaines, et al. *Mainstreaming Preschoolers: Children With Emotional Disturbance.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

H. Healy, Alfred, et al. *Mainstreaming Preschoolers: Children With Health Impairments.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

I. Leeper, Sarah, et al. *Good Schools for Young Children.* London: The Macmillan Company, Collier-Macmillan Limited, 1979.

J. Lynch, Eleanor Whiteside, et al. *Mainstreaming Preschoolers: Children With Mental Retardation.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

K. Rose, Irene B., and Mary Elizabeth White. *Child Care and Development Occupations: Competency Based Teaching Models.* Atlanta, Georgia: Atlanta Public Schools, 1974.

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Special needs children--Children with intellectual, physical, or social conditions which differ from those of the average child to such an extent that special education programs are needed

(NOTE: The special needs child is often referred to as the "exceptional child.")

B. Gifted--Above average in intelligence

(NOTE: Caregiver may need to seek outside help when working with gifted children.)

C. Ambulatory--Able to walk or move about without help, although may require appliances such as braces or walker

D. Non-ambulatory--Unable to walk or move about without help

E. Handicapped--Physically or mentally impaired

(NOTE: Many special educators prefer to use the word "impaired" rather than "handicapped" because training and education tend to reduce the effect of the handicapped or disabling condition.)

F. Congenital mental deficiency--Conditions that develop during prenatal growth or result from brain damage at birth; inherited from one or both parents

G. Acquired mental deficiency--Condition resulting from illness or injury any time after birth

H. Least restrictive environment--Surroundings created by placing handicapped children in programs with non-handicapped children as much as possible

I. Public Law 93-112-Section 504 of the Rehabilitation Act--Prohibits discrimination on the basis of a physical or mental handicap in federally-aided program

J. Public Law 94-142--Guarantees handicapped children a "free appropriate public education" in the "least restrictive environment"

K. Mainstreaming--Helping people with handicaps live, learn, and work in typical setting where they will have the greatest opportunity to become as independent as possible

L. Orthopedic--Relating to prevention or correction of skeletal deformities

INFORMATION SHEET

II. Characteristics of special needs children (Assignment Sheets #1 and #2)

(NOTE: A child may exhibit one, all, or none of the following characteristics. Frustration, however, is a characteristic that seems to accompany all of these handicaps.)

A. Mentally handicapped

1. Slow rate of learning
2. Problems understanding directions
3. Slowed reactions
4. Poor motor coordination

B. Health impaired

1. Seizures
2. Digestive, kidney, or heart problems

   (NOTE: Signs of these problems may be lack of bowel or bladder control or inability to participate in strenuous activities without tiring easily.)

3. Susceptibility to disease

C. Hearing impaired

(NOTE: Transient or permanent hearing impairment may be caused by an ear infection.)

1. Lack of response to low noises or voice tones
2. Lack of response to loud noises
3. Difficulty with own volume

D. Emotionally disturbed

1. Temper tantrums
2. Nonverbal
3. Silent and withdrawn behavior

E. Visually impaired

1. Difficulty with close or long-range work
2. Looking out of one eye or tilting head
3. Running into objects

INFORMATION SHEET

F. Language disorder

   1. Limited vocabulary

   2. Low comprehension level

   3. Poor listening ability characterized by restlessness and short attention span

   4. Easily frustrated

G. Speech disorder

   (NOTE: It is not a speech disorder if a preschooler stutters.)

   1. Limited or unusually slow or rapid speech

   2. Too soft or too loud voice

   3. Speech contains frequent distortions, omissions, or substitutions of sounds

H. Physically handicapped

   (NOTE: A physically handicapped child may also be brain damaged and thus exhibit the characteristics of the mentally handicapped.)

   1. Orthopedic appliances which restrict mobility

      EXAMPLES: Walker; braces; wheelchair

   2. Difficulty with fine or gross motor skills

III. Levels of mental retardation and their descriptions (Assignment Sheet #1)

   A. Mildly retarded--Can learn some academic skills and how to live independently

      (NOTE: A child in this group is referred to as "educable.")

   B. Moderately retarded--Cannot learn academic subjects or become independent; can learn to perform simple tasks in sheltered or supervised settings

      (NOTE: A child in this group is referred to as "trainable.")

   C. Severely retarded--Is dependent and unable to learn more than basic self-care; requires continued care and supervision

   D. Profoundly retarded--Is totally dependent and requires continued institutional living

INFORMATION SHEET

IV. Clinical types of retardation (Assignment Sheet #1)

(NOTE: A child with a clinical type of retardation differs from other children in physical appearance as well as in learning capacity.)

A. Down's syndrome

(NOTE: People with Down's syndrome have a very slow rate of mental and physical development and are usually friendly and affectionate. Their growth rate usually ceases at an early age and there is a tendency to be overweight in relation to height.)

B. Cretinism

(NOTE: People with cretinism may be dwarflike due to defects of the thyroid gland, and they may not learn to speak.)

C. Microcephaly

(NOTE: People with microcephaly have an unnaturally small head due to imperfect development and have a brain that is typically one-fourth the usual weight.)

D. Hydrocephalus

(NOTE: People with hydrocephalus have a large head due to the fluid on the brain. The head may require support because of its size. In many cases, doctors are able to insert a drainage tube which will carry the fluid to other areas of the body where it can be absorbed and excreted. This procedure reduces the size of the head.)

V. Characteristics a child care worker should have when working with special needs children

A. Sense of dedication to the exceptional child

B. Motivation to help the child accomplish his or her desired goal

C. Patience

D. Ability to be firm, yet kind

E. Courage

F. Imagination

G. Love

H. Endurance

I. Energy

INFORMATION SHEET

VI. Indications of learning problems

- A. Child is unable to locate and pick up objects that are dropped on the floor
- B. Child is unable to say "Mama" and "Da-da" by approximately 18 months of age
- C. Child does not play games such as peek-a-boo, patty cake, or wave bye-bye by age one
- D. Child does not react to his or her own name by age one
- E. Child does not turn to face the source of strange sounds or voices by six months of age
- F. Child is unable to sit up without support by age one

VII. Suggestions for physical surroundings when working with special needs children (Assignment Sheet #3)

- A. Be sure traffic patterns are well defined

  (NOTE: This is important for children in wheelchairs, for the visually impaired, and the emotionally disturbed; disabled children may be clumsy or have poor balance.)

- B. Avoid placing noisy activities next to quiet activities

  (NOTE: Some special needs children need help improving language skills but it is hard to hear and comprehend what the caregiver is saying when the room is noisy.)

- C. Use clear, simple pictures

  (NOTE; These can bring meaning to the language being used for the hearing impaired.)

- D. Provide children with a place to be alone

  EXAMPLE: Private nook in the book area

- E. Provide good lighting

  (NOTE: This is very important for the hearing and visually impaired.)

- F. Place items at the children's eye level so that the items can be touched
- G. Provide children a place for emotional release
- H. Be especially concerned about children's safety

  (NOTE: Provide an environment that has as much padded and plastic equipment as possible.)

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

ASSIGNMENT SHEET #1--INTERVIEW A CHILD CARE WORKER ABOUT REFERRING AND TESTING SPECIAL NEEDS CHILDREN

NAME ______________________ SCORE __________

The child care worker should be alert to behavioral clues associated with the handicapped. Most people employed in a child care center are not qualified to diagnose children. The role of the child care worker is to refer the children for testing by a trained person who can properly administer and interpret the test.

Interview an employee of a child care center about techniques or special tools used for identifying children that employees feel may need special testing. If possible, obtain copies of checklist or observation sheets that may be used at the center for identifying children that may need testing, and attach it to this sheet.

A. What method or methods are used for identifying children that may need special testing? (This may be a checklist or observation sheet.)

____

____

____

B. Who in the child care center is responsible for the parent conference to discuss referring the child for testing?

____

____

C. Where are the children referred for testing? ______________________

____

____

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

ASSIGNMENT SHEET #2--MAKE A LIST OF ORGANIZATIONS THAT CAN PROVIDE ASSISTANCE FOR SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ____________________

There are many organizations and educational agencies, such as an educational service center, that can provide educational materials and assistance when working with special needs students.

By using the telephone directory, professional education journal, interviewing a child care employee or special education teacher, list organizations that can assist child care workers when working with special needs children. Use the chart on the next page.

EXAMPLE:

NAME AND ADDRESS OF AGENCY	WHAT SERVICE IS PROVIDED	GROUP OF CHILDREN AIDED
The National Foundation/ March of Dimes 1275 Mamaroneck Avenue White Plains, NY 10605	Provides pamphlets, booklets, and audio-visual materials	Health impaired

ASSIGNMENT SHEET #2

NAME AND ADDRESS OF AGENCY	WHAT SERVICE IS PROVIDED	GROUP OF CHILDREN AIDED

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

ASSIGNMENT SHEET #3--EVALUATE A CLASSROOM

NAME ______________________________ SCORE ______________

When planning a classroom one should keep in mind all of the children. In general, arrange the room so that each child can explore the space and use the materials with as little assistance as possible.

Evaluate a classroom by using the following checklist.

		YES	NO
A.	Can the caregiver see all areas of the classroom at one time?	_____	_____
B.	Are the materials for the children on low open shelves so that the children can select materials and put them away?	_____	_____
C.	Are the shelves marked with pictures that show the children where to return the materials?	_____	_____
D.	Is all equipment arranged so that the children can use it safely, with a minimum of adult supervision?	_____	_____
E.	Are toilet, hand washing, and water fountain facilities installed at a low height, so the children can use them without help?	_____	_____
F.	Are the activity areas clearly indicated so the children can tell where blocks, creative play, housekeeping, manipulative activities, and so forth take place?	_____	_____
G.	Is there a quiet area in which a child can relax or calm down?	_____	_____
H.	Is the group area arranged so that each child can see and hear the caregiver?	_____	_____
I.	Is good lighting provided?	_____	_____
J.	Are traffic patterns uncluttered and well defined?	_____	_____
K.	Are noisy areas placed away from quiet areas?	_____	_____
L.	Is proper equipment used? EXAMPLE: Padded or plastic equipment	_____	_____

ASSIGNMENT SHEET #3

M. If you checked any of the questions in the "NO" column, what do you feel should be done, if anything, to change the situation? ______________________________

____

____

____

____

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

TEST

NAME ________________________________ SCORE ________________

1. Match terms associated with special needs children to their correct definitions. Write the correct numbers in the blanks.

_____ a. Children with intellectual, physical, or social conditions which differ from those of the average child to such an extent that special education programs are needed

_____ b. Above average in intelligence

_____ c. Able to walk or move about without help, although may require appliances such as braces or walker

_____ d. Unable to walk or move about without help

_____ e. Physically or mentally impaired

_____ f. Conditions that develop during prenatal growth or result from brain damage at birth; inherited from one or both parents

_____ g. Condition resulting from illness or injury any time after birth

_____ h. Surroundings created by placing handicapped children in programs with non-handicapped children as much as possible

_____ i. Prohibits discrimination on the basis of a physical or mental handicap in federally-aided program

_____ j. Guarantees handicapped children a "free appropriate public education" in the "least restrictive environment"

_____ k. Helping people with handicaps live, learn, and work in typical setting where they will have the greatest opportunity to become as independent as possible

_____ l. Relating to prevention or correction of skeletal deformities

1. Acquired mental deficiency
2. Handicapped
3. Least restrictive environment
4. Mainstreaming
5. Ambulatory
6. Non-ambulatory
7. Public Law 93-112-Section 504 of the Rehabilitation Act
8. Public Law 94-142
9. Congenital mental deficiency
10. Special needs children
11. Gifted
12. Orthopedic

TEST

2. Discuss characteristics of special needs children. Discuss one from each category.

   a. Mentally handicapped--____

   b. Health impaired--____

   c. Hearing impaired--____

   d. Emotionally disturbed--____

   e. Visually impaired--____

   f. Language disorder--____

   g. Speech disorder--____

   h. Physically handicapped--____

TEST

3. Match levels of mental retardation to their correct descriptions. Write the correct numbers in the blanks.

______a. Can learn some academic skills and how to live independently

______b. Cannot learn academic subjects or become independent; can learn to perform simple tasks in sheltered or supervised settings

______c. Is dependent and unable to learn more than basic self-care; requires continued care and supervision

______d. Is totally dependent and requires continued institutional living

1. Severely retarded
2. Mildly retarded
3. Moderately retarded
4. Profoundly retarded

4. List clinical types of retardation.

a. ____

b. ____

c. ____

d. ____

5. List eight characteristics a child care worker should have when working with special needs children.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

TEST

6. Select from the following list indications of learning problems. Mark each correct answer with an "X."

______a. Child is unable to locate and pick up objects that are dropped on the floor

______b. Child does not learn to read by age three

______c. Child cannot speak in complete sentences by 15 months of age

______d. Child is unable to say "Mama" and "Da-da" by approximately 18 months of age

______e. Child does not react to his or her own name by age one

______f. Child does not play games such as peek-a-boo, patty cake, or wave bye-bye by age one

______g. Child does not turn to face the source of strange sounds or voices by six months of age

______h. Child is unable to sit up without support by age one

7. State six suggestions for physical surroundings when working with special needs children.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

(NOTE: Test questions eight-10 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Interview a child care worker about referring and testing special needs children.

9. Make a list of organizations that can provide assistance for special needs children.

10. Evaluate a classroom.

TYPES AND CHARACTERISTICS OF SPECIAL NEEDS CHILDREN
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (22 points)

   a. 10
   b. 11
   c. 5
   d. 6
   e. 2
   f. 9
   g. 1
   h. 3
   i. 7
   j. 8
   k. 4
   l. 12

2. (40 points)

   Discussion should include one from each of the following categories

   a. Mentally handicapped

      1) Slow rate of learning

      2) Problems understanding directions

      3) Slowed reactions

      4) Poor motor coordination

   b. Health impaired

      1) Seizures

      2) Digestive, kidney, or heart problems

      3) Susceptibility to disease

   c. Hearing impaired

      1) Lack of response to low noises or voice tones

      2) Lack of response to loud noises

      3) Difficulty with own volume

   d. Emotionally disturbed

      1) Temper tantrums

ANSWERS TO TEST

    2) Nonverbal
    3) Silent and withdrawn behavior
  e. Visually impaired
    1) Difficulty with close or long-range work
    2) Looking out of one eye or tilting head
    3) Running into objects
  f. Language disorder
    1) Limited vocabulary
    2) Low comprehension level
    3) Poor listening ability characterized by restlessness and short attention span
    4) Easily frustrated
  g. Speech disorder
    1) Limited or unusually slow or rapid speech
    2) Too soft or too loud voice
    3) Speech contains frequent distortions, omissions, or substitutions of sounds
  h. Physically handicapped
    1) Orthopedic appliances which restrict mobility
    2) Difficulty with fine or gross motor skills

3. (8 points)

a.	2	c.	1
b.	3	d.	4

4. (4 points)
   a. Down's syndrome
   b. Cretinism
   c. Microcephaly
   d. Hydrocephalus

ANSWERS TO TEST

5. (8 points)

   Answer should include any eight of the following

   a. Sense of dedication to the exceptional child

   b. Motivation to help the child accomplish his or her desired goal

   c. Patience

   d. Ability to be firm, yet kind

   e. Courage

   f. Imagination

   g. Love

   h. Endurance

   i. Energy

6. (16 points)

   a, d, e, f, g, h

7. (12 points)

   Answer should include any six of the following

   a. Be sure traffic patterns are well defined

   b. Avoid placing noisy activities next to quiet activities

   c. Use clear, simple pictures

   d. Provide children with a place to be alone

   e. Provide good lighting

   f. Place items at the children's eye level so that the items can be touched

   g. Provide children a place for emotional release

   h. Be especially concerned about children's safety

8. Evaluated to the satisfaction of the instructor (30 points)

9. Evaluated to the satisfaction of the instructor (35 points)

10. Evaluated to the satisfaction of the instructor (25 points)

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to promote a positive self-concept and plan activities for special needs children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with self-concept needs and activities for special needs children to their correct definitions.
2. State general teaching guidelines when working with special needs children.
3. Select from a list ways to help special needs children develop a good self-concept.
4. List activities which promote a positive self-concept.
5. Select from a list suggestions to keep in mind when presenting activities to special needs children.
6. State ways to aid special needs children during activities.
7. Complete a chart on suggested activities and examples for special needs children.
8. List activities and equipment which promote motor skills.
9. Adapt activities for special needs children.
10. Complete activity cards for special needs children.
11. Evaluate an activity being presented to special needs children.
12. Demonstrate the ability to
    a. Present self-concept activity to special needs children.
    b. Present hidden object game to special needs children.

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Order materials planned to supplement unit.
- B. Make transparencies.
- C. Provide students with objective sheet.
- D. Provide students with information, assignment, and job sheets.
- E. Discuss unit and specific objectives.
- F. Discuss information and assignment sheets.
- G. Demonstrate and discuss procedures outlined in job sheets.
- H. Develop appropriate learning activities for special needs students.
- I. Contact the following organizations for educational materials on working with children with special needs.

1. The National Foundation/
March of Dimes
1275 Mamaroneck Avenue
White Plains, New York 10605

2. President's Committee on
Mental Retardation
Department of Health, Education
and Welfare
Washington, D.C. 20201

3. National Easter Seal Society for
Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

4. Council for Exceptional Children
Information Center
1920 Association Drive
Reston, Virginia 22091

5. Epilepsy Foundation of America
1828 L Street, Northwest
Washington, D.C. 20036

SUGGESTED ACTIVITIES

6. National Association for
Retarded Citizens
2709 Avenue E. East
Box 6109
Arlington, Texas 76011

7. Closer Look
Box 1492
Washington, D.C. 20013

8. American Association of Psychiatric
Services for Children
1701 18th Street, Northwest
Washington, D.C. 20009

9. National Society for Autistic Children
621 Central Avenue
Albany, New York 12206

10. American Heart Association
7320 Greenville Avenue
Dallas, Texas 75231

11. American Diabetes Association
600 Fifth Avenue
New York, New York 10020

12. Cystic Fibrosis Foundation
3379 Peachtree Road, Northeast
Atlanta, Georgia 30326

13. National Hemophilia Foundation
25 West 39th Street
New York, New York 10018

14. National Kidney Foundation
116 East 27th Street
New York, New York 10010

15. American Speech and Hearing
Association
10801 Rockville Pike
Rockville, Maryland 20852

16. National Association for Hearing
and Speech Action
814 Thayer Avenue
Silver Spring, Maryland 20910

17. The Arthritis Foundation
1212 Avenue of the Americas
New York, New York 10036

SUGGESTED ACTIVITIES

18. Muscular Dystrophy Associations of
America
810 Seventh Avenue
New York, New York 10019

19. National Association of the
Physically Handicapped
6473 Grandville Avenue
Detroit, Michigan 48228

20. Spina Bifida Association of America
343 South Dearborn, Suite 319
Chicago, Illinois 60604

21. United Cerebral Palsy Associations
66 East 34th Street
New York, New York 10016

22. Alexander Graham Bell Association for
the Deaf
3417 Volta Place, Northwest
Washington, D.C. 20007

23. National Center for Hearing and
Speech Action
814 Thayer Avenue
Silver Spring, Maryland 20910

24. American Alliance for Health,
Physical Education and Recreation
Programs for the Handicapped
1201 16th Street, Northwest
Washington, D.C. 20036

25. American Foundation for the Blind
15 West 16th Street
New York, New York 10011

26. American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

27. Association for the Education of the
Visually Handicapped
919 Walnut Street
Philadelphia, Pennsylvania 19107

28. Library of Congress
Division for the Blind
and Physically Handicapped
Reference Department
Washington, D.C. 20542

SUGGESTED ACTIVITIES

29. Lions International
209 North Michigan Avenue
Chicago, Illinois 60601

30. National Association
for the Visually Handicapped
305 East 24th Street
New York, New York 10010

31. National Federation of the Blind
Suite 212, 1346 Connecticut Avenue Northwest
Washington, D.C. 20036

32. National Society for the
Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016

33. Association for Children
with Disabilities
4156 Library Road
Pittsburgh, Pennsylvania 15234

34. Orton Society
8415 Bellona Lane
Towson, Maryland 21204

J. Have students select an impairment that a child might have and research the impairment by writing letters to the appropriate organization listed in "I" of the Suggested Activities.

K. Assign students to write letters to five of the organizations listed in "I" of Suggested Activities to obtain information about the organization.

L. Emphasize to students that when planning activities for special needs children to plan the same activities as for the other children but with modifications.

M. Review with students unit on Developing a Positive Self-Concept from Volume I of Child Care.

N. Emphasize to students that the special needs children have the same basic needs as the other children in the child care center.

O. It may be possible to obtain books listed in the unit references A-D and F-I from your local Head Start Center. These are a series of books on mainstreaming children with handicaps into the regular child care setting, working with parents, common definitions, physical settings, films that are available, and where to find help in your area.

P. Give test.

Q. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1--Activities and Equipment Which Promote Motor Skills

    2. TM #2--Activities and Equipment Which Promote Motor Skills (Continued)

    3. TM #3--Activities and Equipment Which Promote Motor Skills (Continued)

    4. TM #4--Activities and Equipment Which Promote Motor Skills (Continued)

  E. Assignment sheets

    1. Assignment Sheet #1--Adapt Activities For Special Needs Children

    2. Assignment Sheet #2--Complete Activity Cards For Special Needs Children

    3. Assignment Sheet #3--Evaluate An Activity Being Presented To Special Needs Children

  F. Answers to assignment sheets

  G. Job sheets

    1. Job Sheet #1--Present Self-Concept Activity To Special Needs Children

    2. Job Sheet #2--Present Hidden Object Game To Special Needs Children

  H. Test

  I. Answers to test

III. Unit references

  A. Alonso, Lou, et al. *Mainstreaming Preschoolers: Children With Visual Handicaps.* Washington, D.C.: U.S. Department of Health and Human Services, Office of Human Development Service, Administration for Children, Youth and Families, Head Start Bureau, 1980.

SUGGESTED ACTIVITIES

B. Baer, Sandra A., et al. *Mainstreaming Preschoolers: Children With Learning Disabilities*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

C. Connor, Frances Partridge, et al. *Mainstreaming Preschoolers: Children With Orthopedic Handicaps.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

D. Donovan, John, et al. *Mainstreaming Preschoolers: Children With Hearing Impairment.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

E. Evans, Joyce. *When You Care for Handicapped Children: Guide for Working With Young Handicapped Children.* Austin, Texas: Texas Department of Human Resources, 1979.

F. Favors, Aaron, Jr., et al. *Mainstreaming Preschoolers: Children With Speech and Language Impairments.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

G. Hailey, Linda Gaines, et al. *Mainstreaming Preschoolers: Children With Emotional Disturbance.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

H. Healy, Alfred, et al. *Mainstreaming Preschoolers: Children With Health Impairments.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

I. Lynch, Eleanor Whiteside, et al. *Mainstreaming Preschoolers: Children With Mental Retardation.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

SELF-CONCEPT NEEDS AND ACTIVITIES
FOR SPECIAL NEEDS CHILDREN
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Self-concept--The composite image children have about themselves; this includes both physical and psychological self-images

B. Physical self-image--Children's thoughts and feelings about their appearance; this includes sex appropriateness or inappropriateness, body parts, body movements, and use of body

C. Psychological self-image--Thoughts, feelings, and emotions of children

(NOTE: In special needs children this is a particularly high risk area.)

D. Unison--Saying the same words or making the same sound at the same time

E. Ethics--Standards of conduct and moral judgment

(NOTE: Caregiver should use good ethics when dealing with information concerning the children he or she works with.)

F. Confidential--Private or secret information

(NOTE: Many times caregivers have access to information that should be kept confidential.)

II. General teaching guidelines when working with special needs children

A. Understand your own feelings

(NOTE: Many people are nervous and worried about working with special needs children for the first time. First efforts are not always successful and this can cause frustrations. Keep this in mind when working with the children the next time.)

B. Involve aides and volunteers

(NOTE: The aide and volunteer should be included in planning activities for special needs children. Emphasize to volunteers the importance of proper ethics in keeping information about the children confidential.)

C. Set behavioral limits for the children

(NOTE: Behavioral limits should be consistent. If the behavior of the special needs children does not disturb the other children, perhaps it should be ignored.)

D. Break down activities

(NOTE: Break down activities into sub-skills that can be learned at the special needs children's current skill level.)

INFORMATION SHEET

E. Sequence activities

(NOTE: Start with simple activities and gradually increase the level of difficulty as the special needs children learn.)

F. Provide physical contact and guidance

(NOTE: Special needs children often learn best when they are "moved through" an activity until independent participation is possible. The success that the caregiver helps the children have makes them willing to try again.)

G. Avoid over-dependence by the special needs children on the caregiver or other children

(NOTE: It is often easy to assume that special needs children are more helpless than they really are.)

III. Ways to help special needs children develop a good self-concept (Assignment Sheet #2; Job Sheets #1 and #2)

A. Structure activities so children feel successful

(NOTE: Break the activities into many small steps.)

B. Praise progress, no matter how small

C. Be positive about failures

EXAMPLE: "You tried very hard. With such good practice, I'm sure you'll learn how to do that soon."

D. Be patient when it is necessary to show children how to do something several times

E. Be tender, accepting, and loving

F. Do not talk about the children's problems in front of them or other children

G. Concentrate on children's strengths, not weaknesses

(NOTE: Use the strengths to the children's best advantage.)

H. Fit the activity to the children so that it is challenging but not overwhelming

I. Be consistent about what you are expecting from the children

J. Make the children responsible for a part of the classroom routine, and praise their reliability

EXAMPLE: Watering the plants

INFORMATION SHEET

K. Never allow the other children to make fun of a child

L. Display the children's work

IV. Activities which promote a positive self-concept (Assignment Sheet #2; Job Sheets #1 and #2)

(NOTE: Most of these activities teach self-help skills that enable children to take care of themselves in areas such as dressing, eating, and personal hygiene. Success in these areas can help to form a foundation for a positive self-concept.)

A. Housekeeping corner activities

B. Dressup play, dressing dolls

C. Snack, including preparation and cleanup

D. Buttoning, snapping, and lacing clothes

E. Body image activities

EXAMPLES: Tracing body parts on paper; tracing child's entire body on paper and allowing child to draw clothing and body parts

F. Book made by children about their lives

(NOTE: This book could contain pictures drawn by the children of items such as family members, pets, and the family's house.)

G. Self-portraits

V. Suggestions to keep in mind when presenting activities to special needs children (Assignment Sheets #1, #2, and #3; Job Sheets #1 and #2)

A. Make any modifications in materials and equipment

(NOTE: Raise the height of the water table so children in wheelchairs can participate in this activity.)

B. Make directions as simple as possible

C. Keep activities short

(NOTE: Most special needs children are easily distracted and have a short attention span.)

D. Keep activities organized

(NOTE: This will help the children organize their world by providing structure for them.)

INFORMATION SHEET

E. Demonstrate techniques to be used in the activities

(NOTE: Most special needs children may need additional help to learn things that most children learn by observation.)

F. Give children warning when it is time to change activities

EXAMPLE: Flash lights on and off; ring a bell; play music

VI. Ways to aid special needs children during activities (Assignment Sheets #1, #2, and #3; Job Sheet #2)

A. Provide extra-large paper for painting or drawing

(NOTE: Some special needs children have problems keeping the paint on average-sized paper.)

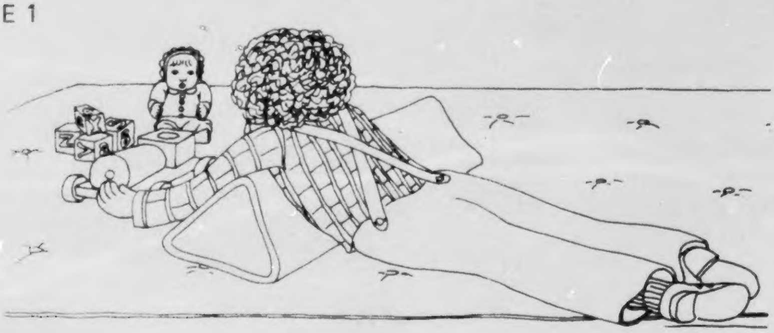
B. Provide children with weighted doll carriages to push

(NOTE: This helps the child develop balance while using the same equipment that the other children are using. Large books can be used for the weights.)

C. Provide children with a wedge or bolster (Figure 1)

(NOTE: This allows children who have difficulty sitting or standing to lie on their stomachs with their arms and chest free to participate in certain activities.)

FIGURE 1



D. Be sure to include special needs children frequently during circle time

E. Provide guidance in selecting activities for free-directed play

(NOTE: To many special needs children free-directed play is a time of confusion because it is a less structured environment.)

F. May need to seat special needs children next to the caregiver during mealtime

INFORMATION SHEET

VII. Suggested activities and examples for special needs children (Assignment Sheets #1 and #2; Job Sheets #1 and #2)

IMPAIRMENT	ACTIVITIES	EXAMPLES
Visual	Motor	Have children roll ball; walk on low balance beam
	Circle games	Have children do finger plays and sing songs
	Sensory	Allow children to play with feely box; texture Lotto games
Language and speech	Listening skills	Have children listen to story, sing songs, and do finger plays
	Communication	Have children play "Simon Says," imitation games, and acting games; have caregiver present puppet plays
Hearing	Speaking to children	Caregiver should gain child's attention before speaking; caregiver should get down to children's eye level; don't exaggerate lip movement; in group situation seat child close to caregiver or in front
	Helping children talk	If children say incomplete sentences caregiver should simply state them correctly; let children know if their voices are too loud or too soft
Emotional disturbance	Arrival and departure transitional activities	Have same caregiver greet and aid in preparing children to leave; remind children of next day's activities
	Rest time	Caregiver should darken room but leave enough light to keep fearful children calm; may need to allow some children to engage in quiet activities; wake children very gently and allow them plenty of time to regain alertness

INFORMATION SHEET

IMPAIRMENT	ACTIVITIES	EXAMPLES
Health impaired	Manipulative	Have children play eye/hand coordination games and sequencing games
	Motor	Have children go through obstacle course
Mentally handicapped	Cognitive	Have children play adjective concept games; matching, sorting, and selecting games; puzzles
	Children dressing themselves	Caregiver should break the task down into small parts, teaching one step at a time; praise each effort and each accomplishment
Physically handicapped (orthopedic)	Play dough or clay	Caregiver should be sure material used is pliable; demonstrate movement to children by putting their hands over the caregiver to feel a particular motion
	Finger painting	Caregiver should position children to permit maximum use of their hands; make sure children with uncontrollable movements do not interfere with other children

VIII. Activities and equipment which promote motor skills (Transparencies #1, #2, #3, and #4; Assignment Sheet #2)

(NOTE: The following activities and equipment stimulate trunk growth, balance, coordination, and promote muscle tone. The more automatic children's gross motor skills are, the greater will be their capacity for developing higher levels of fine motor skills, self-care skills, speech skills, and social and cognitive skills.)

A. Carpeted barrel activities

B. Scooterboard activities

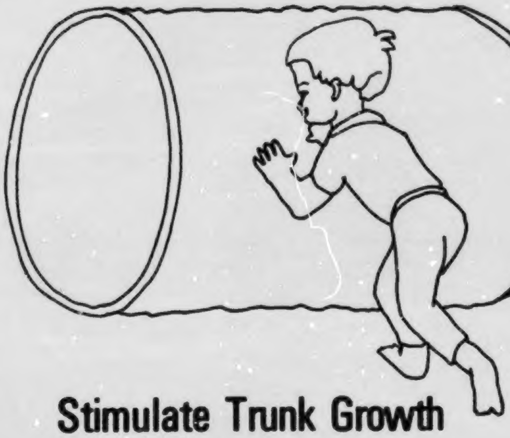
C. Sit and spin activities

D. Spring horse activities

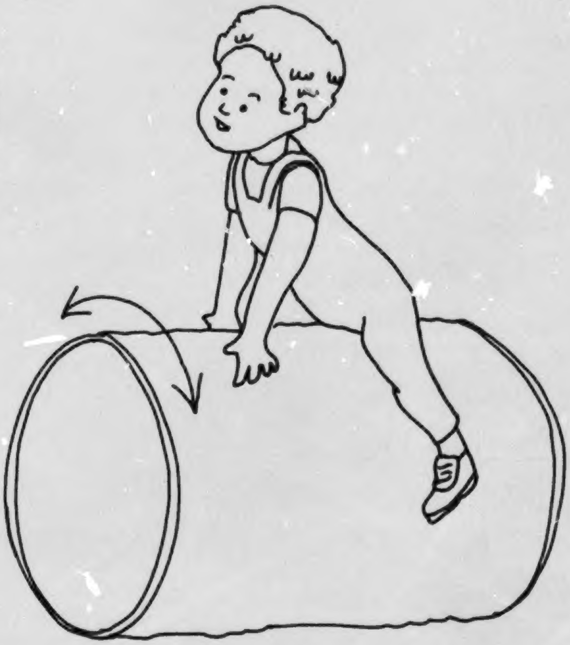
E. Air mattress activities

Activities and Equipment Which Promote Motor Skills

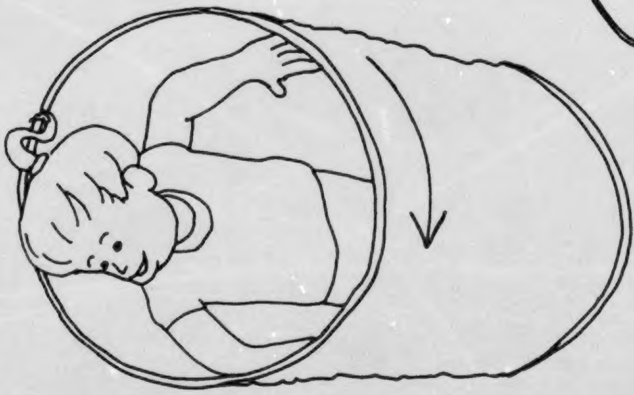
Carpeted Barrel Activities



Stimulate Trunk Growth



Stimulate Balance



Stimulate Coordination

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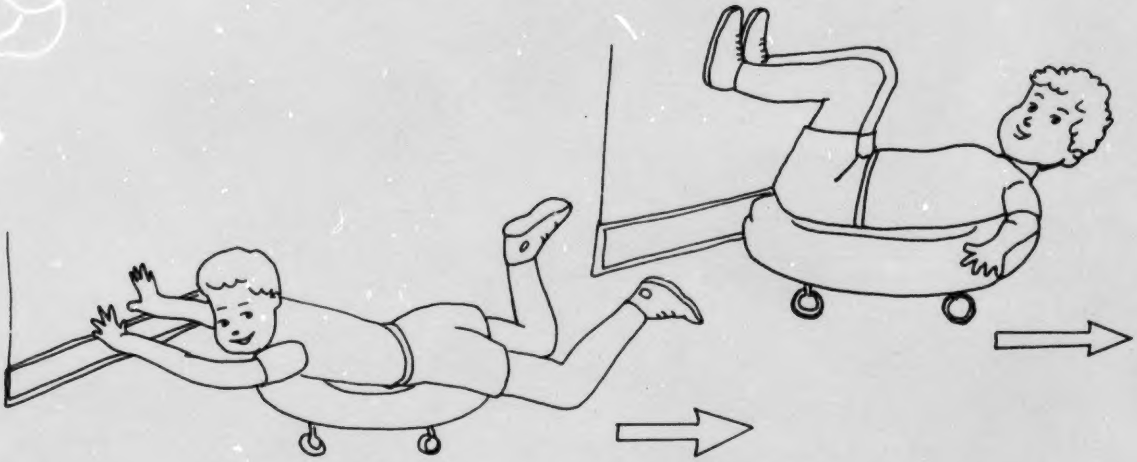
Activities and Equipment Which Promote Motor Skills

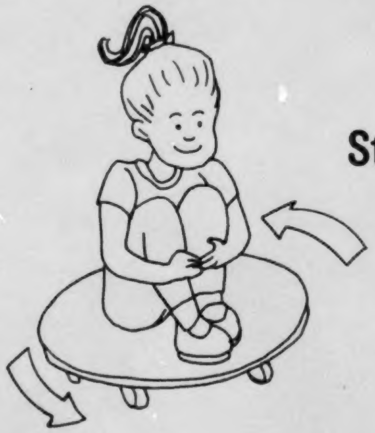
(Continued)

Scooterboard Activities



Stimulate Muscle Control and Coordination

Sit and Spin Activities



Stimulate Coordination
and Balance

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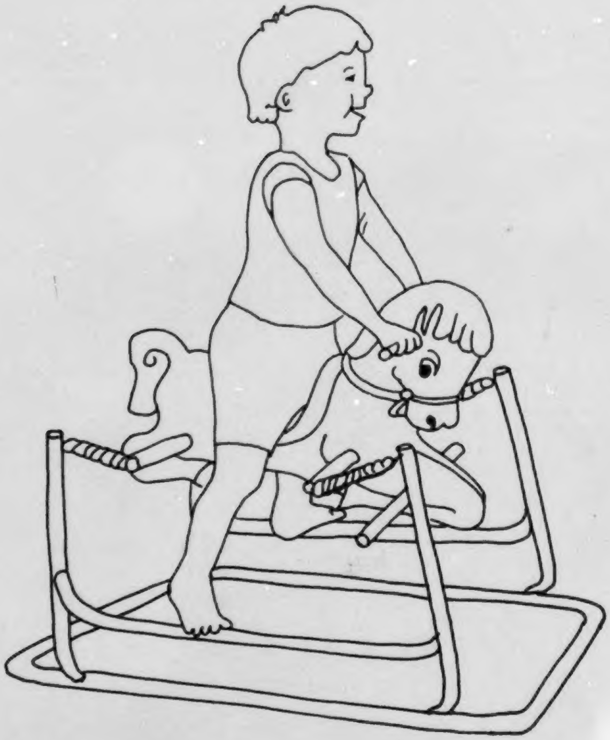
Activities and Equipment Which Promote Motor Skills

(Continued)

Spring Horse Activities



Stimulate Balance and Coordination

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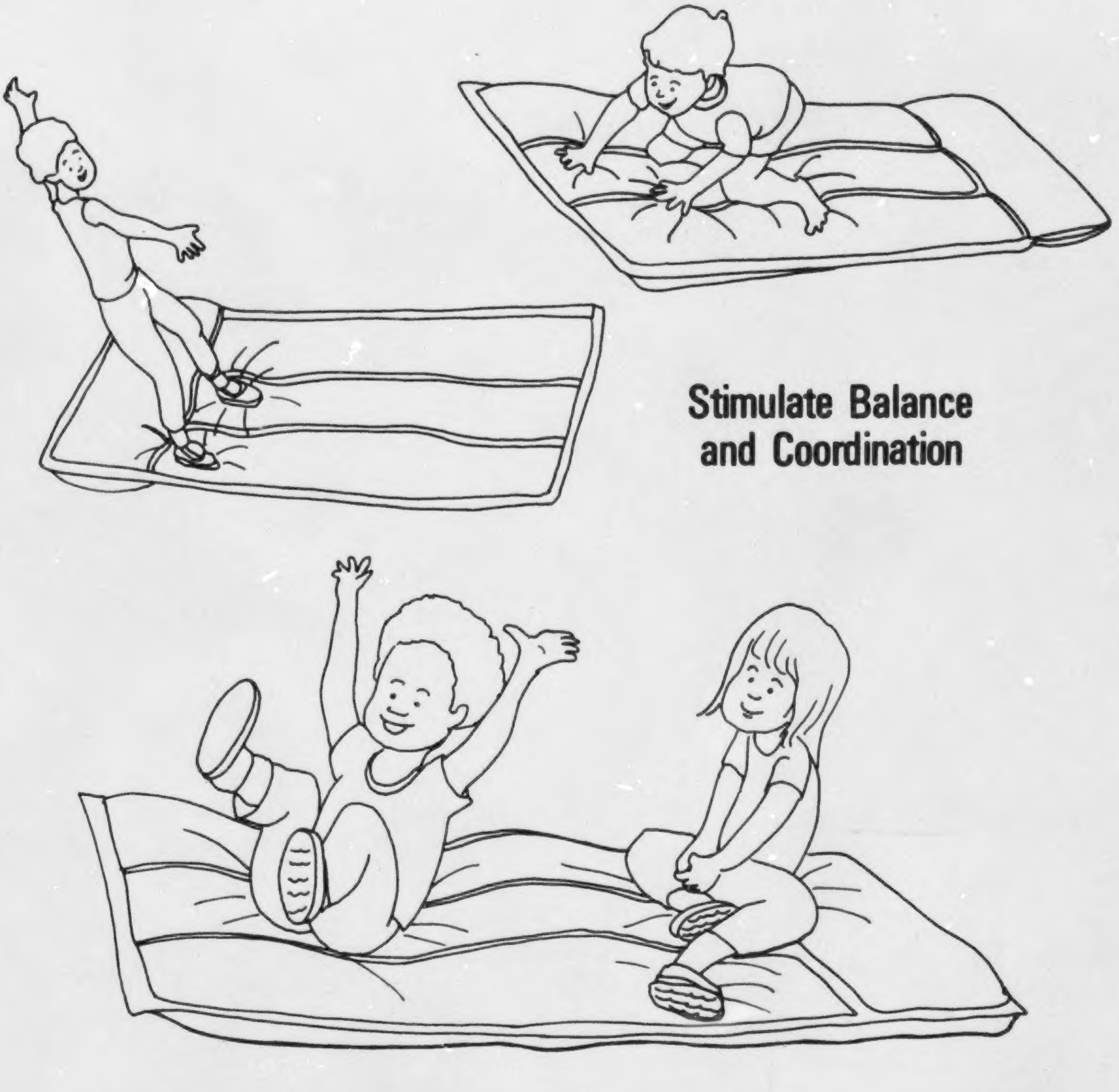
Activities and Equipment Which Promote Motor Skills
(Continued)

Air Mattress Activities



Stimulate Balance and Coordination

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SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #1–ADAPT ACTIVITIES FOR SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

Children with special needs have the same needs and enjoy doing the same things as other children. Caregiver should make adjustments in activities so children with special needs may enjoy them.

By using the Information Sheet, interviewing a child care worker, or by gathering other resources, describe changes in activities that should be made for special needs children to participate in the following activities.

A. Easel painting ______________________________

____

____

B. Story or circle time ______________________________

____

____

C. Snack time ______________________________

____

____

D. Playground activities ______________________________

____

____

E. Nap time ______________________________

____

____

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #2--COMPLETE ACTIVITY CARDS FOR SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

Organized activities that are ready for the children are the key to presenting successful learning experiences. When working with special needs children, present the same activities as those presented to the other children, with modifications to meet the needs of a child with an impairment.

By using activity books, Information Sheet, interview with a child care worker, the blank activity card provided, and nine of your own, complete 10 activity cards for special needs children. Make modifications in the activities for special needs children you might work with in your local community.

ASSIGNMENT SHEET #2

CONCEPT/SKILL:

ACTIVITY:

LEARNING CENTER:

GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:

OTHER ACTIVITIES:

STUDENT'S NAME: ____________________

DATE: ____________________

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SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #3--EVALUATE AN ACTIVITY BEING PRESENTED TO SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

When presenting activities to children the caregiver should make special modifications so the special needs children can participate. Be sure that the special needs children can use and explore with the materials used in the activity with as little assistance as possible.

Evaluate an activity being presented to special needs children by using the following checklist.

		YES	NO
A.	Did caregiver present activities with modifications for special needs children?		
B.	Was group arranged so that each child could see and hear with special needs children close to caregiver?		
C.	Were activities presented in sequence?		
D.	Did caregiver break down activities into simpler steps?		
E.	Did caregiver provide physical contact and guidance?		
F.	Was caregiver patient?		
G.	Were the directions given as simply as possible?		
H.	Did caregiver demonstrate techniques to be used in activity?		
I.	Did caregiver ask special needs children questions frequently to keep their attention on the activity?		
J.	Was warning given before activity was to end?		
K.	Was proper equipment used to insure children's safety?		

L. If you checked any of the questions "No," what do you feel should be done to change this, if anything?

____

____

____

____

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

JOB SHEET #1--PRESENT SELF-CONCEPT ACTIVITY TO SPECIAL NEEDS CHILDREN

(NOTE: It is important for children with special needs to have a good self-concept. Being able to dress oneself is very important. Teaching a task such as dressing may call for breaking the activity down into small sequential steps until the child can do the whole thing. This job sheet can be used with any young child.)

I. Equipment and materials

   A. Child

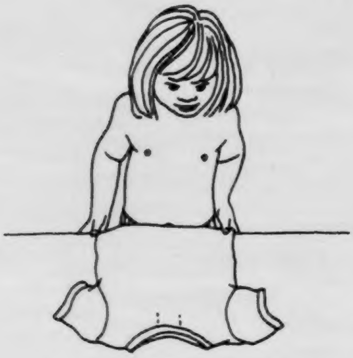
   B. Table, child-size

   C. Pullover T-shirt

II. Procedure

   A. Lay the shirt flat on the table with the back up and the bottom toward the child (Figure 2)

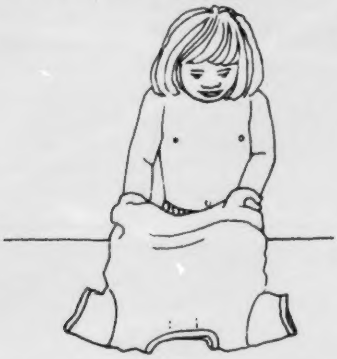
FIGURE 2



JOB SHEET #1

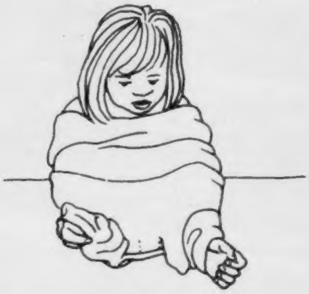
B. Have the child put both arms inside the shirt (Figure 3)

FIGURE 3



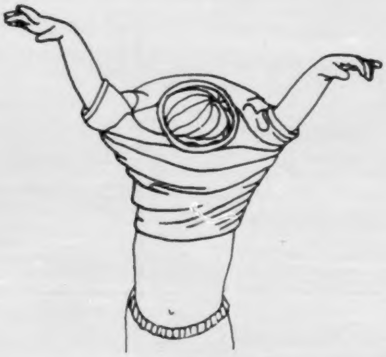
C. Have child move both arms along the side of the shirt to the armholes (Figure 4)

FIGURE 4



D. Have child lift the shirt up so the neck hole is on top of the head (Figure 5)

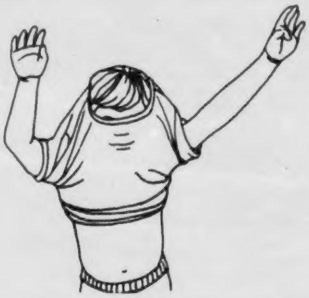
FIGURE 5



JOB SHEET #1

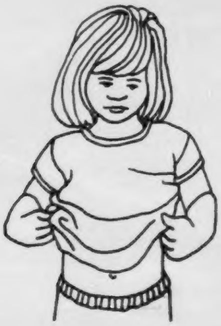
E. Have child pull the neck hole down over the head (Figure 6)

FIGURE 6



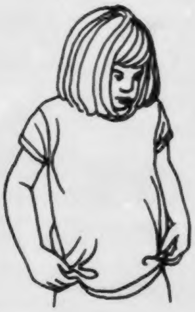
F. Have child pull the bottom of the shirt down from the armpits to the chest (Figure 7)

FIGURE 7



G. Have child pull the bottom of the shirt down from the chest to the waist (Figure 8)

FIGURE 8



SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

JOB SHEET #2--PRESENT HIDDEN OBJECT GAME TO SPECIAL NEEDS CHILDREN

(NOTE: The concepts taught by this activity are object permanence, following directions, eye-hand coordination, and socialization. This is a simple game, but when working with special needs children these concepts are very important for learning others.)

I. Equipment and materials

  A. Small toy or object that the child would be interested in finding

  B. Three pieces of fabric, approximately 18 inches square

  EXAMPLES: Towel; cloth diaper

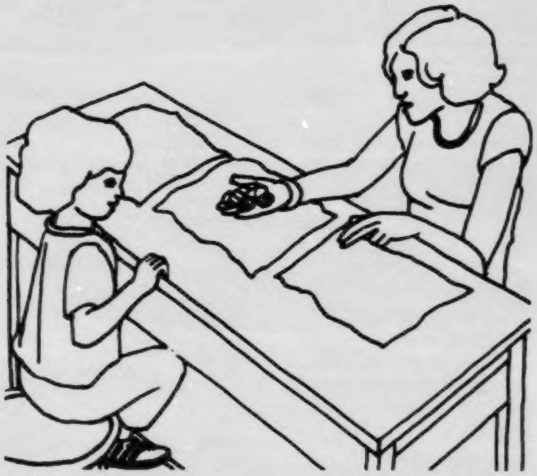
  C. Child-size table in a quiet area

II. Procedure

  A. Lay the piece of fabric on the table in front of the child

  B. Show child object and let child handle it (Figure 9)

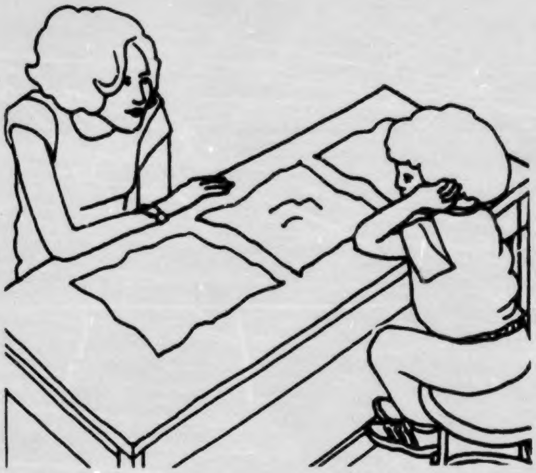
FIGURE 9



JOB SHEET #2

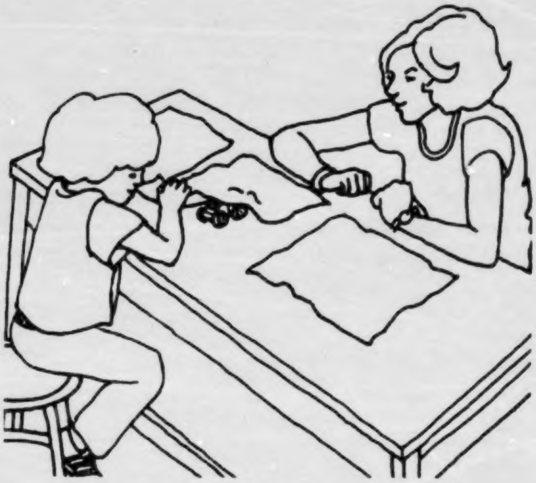
C. Slip the object under each piece of cloth briefly, then leave it under one of them (Figure 10)

FIGURE 10



D. Ask child to find object (Figure 11)

FIGURE 11



E. Repeat the activity

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with self-concept needs and activities for special needs children to their correct definitions. Write the correct numbers in the blanks.

______a. Saying the same words or making the same sound at the same time

______b. Thoughts, feelings, and emotions of children

______c. Children's thoughts and feelings about their appearance; this includes sex appropriateness or inappropriateness, body parts, body movements, and use of body

______d. The composite image children have about themselves; this includes both physical and psychological self-images

______e. Standards of conduct and moral judgment

______f. Private or secret information

1. Psychological self-image
2. Unison
3. Self-concept
4. Physical self-image
5. Ethics
6. Confidential

2. State five general teaching guidelines when working with special needs children.

a. ____

b. ____

c. ____

d. ____

e. ____

3. Select from the following list ways to help special needs children develop a good self-concept. Mark each correct answer with an "X."

______a. Structure activities so children feel successful

______b. Praise progress, no matter how small

______c. Be consistent about what you are expecting from the children

TEST

______d. Be patient when it is necessary to show children how to do something several times

______e. Be tender, accepting, and loving

______f. Do not talk about the children's problems in front of them or other children

______g. Display the children's work

______h. Help children as often as possible

______i. Fit the activity to the children so that it is challenging but not overwhelming

______j. Make the children responsible for a part of the classroom routine, and praise their reliability

______k. Be positive about failures

______l. Never allow the other children to make fun of a child

______m. Concentrate on children's strengths, not weaknesses

4. List four activities which promote a positive self-concept.

a. ____

b. ____

c. ____

d. ____

5. Select from the following list suggestions to keep in mind when presenting activities to special needs children. Mark each correct answer with an "X."

______a. Make any modifications in materials and equipment

______b. Change activities frequently for variety

______c. Make directions as simple as possible

______d. Keep activities short

______e. Give children warning when it is time to change activities

______f. Demonstrate techniques to be used in the activities

______g. Keep activities organized

TEST

6. State four ways to aid special needs children during activities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

7. Complete the following chart on suggested activities and examples for special needs children. Answer one from each category.

IMPAIRMENT	ACTIVITIES	EXAMPLES
Visual	Motor	a. ____________
	b. ____________	Have children do finger plays and sing songs
	Sensory	c. ____________
Language and speech	d. ____________	Have children listen to story, sing songs, and do finger plays
	Communication	e. ____________
Hearing	f. ____________	Caregiver should gain child's attention before speaking; caregiver should get down to children's eye level; don't exaggerate lip movement; in group situation seat child close to caregiver or in front
	Helping children talk	g. ____________

TEST

IMPAIRMENT	ACTIVITIES	EXAMPLES
Emotional disturbance	h. ________	Have same caregiver greet and aid in preparing children to leave; remind children of next day's activities
	Rest time	i. ________
Health impaired	j. ________	Have children play eye/hand coordination games and sequencing games
	Motor	k. ________
Mentally handicapped	l. ________	Have children play adjective concept games; matching, sorting and selecting games; puzzles
	Children dressing themselves	m. ________
Physically handicapped (orthopedic)	n. ________	Caregiver should be sure material used is pliable; demonstrate movement to children by putting their hands over the caregiver to feel a particular motion
	Finger painting	o. ________

TEST

8. List activities and equipment which promote motor skills.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

(NOTE: Test questions nine-12 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Adapt activities for special needs children.

10. Complete activity cards for special needs children.

11. Evaluate an activity being presented to special needs children.

12. Demonstrate the ability to

    a. Present self-concept activity to special needs children.

    b. Present hidden object game to special needs children.

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (12 points)

a.	2	d.	3
b.	1	e.	5
c.	4	f.	6

2. (5 points)

Answer should include any five of the following

a. Understand your own feelings
b. Involve aides and volunteers
c. Set behavioral limits for the children
d. Break down activities
e. Sequence activities
f. Provide physical contact and guidance
g. Avoid over-dependence by the special needs children on the caregiver or other children

3. (26 points)

a, b, c, d, e, f, g, i, j, k, l, m

4. (4 points)

Answer should include any four of the following

a. Housekeeping corner activities
b. Dress up play, dressing dolls
c. Snack, including preparation and cleanup
d. Buttoning, snapping, and lacing clothes
e. Body image activities

ANSWERS TO TEST

f. Book made by children about their lives

g. Self-portraits

5. (14 points)

a, c, d, e, f, g

6. (4 points)

Answer should include any four of the following

a. Provide extra-large paper for painting or drawing

b. Provide children with weighted doll carriages to push

c. Provide children with a wedge or bolster

d. Be sure to include special needs children frequently during circle time

e. Provide guidance in selecting activities for free-directed play

f. May need to seat special needs children next to the caregiver during mealtime

7. (15 points)

Answer should include one from each category

a. Have children roll ball; walk on low balance beam

b. Circle games

c. Allow children to play with feely box, texture Lotto games

d. Listening skills

e. Have children play "Simon Says," imitation games, and acting games; have caregiver present puppet plays

f. Speaking to children

g. If children say incomplete sentences caregiver should simply state them correctly; let children know if their voices are too loud or too soft

h. Arrival and departure transitional activities

i. Caregiver should darken room but leave enough light to keep fearful children calm; may need to allow some children to engage in quiet activities; wake children very gently and allow them plenty of time to regain alertness

j. Manipulative

ANSWERS TO TEST

- k. Have children go through obstacle course
- l. Cognitive
- m. Caregiver should break the task down into small parts, teaching one step at a time; praise each effort and each accomplishment
- n. Play dough or clay
- o. Caregiver should position children to permit maximum use of their hands; make sure children with uncontrollable movements do not interfere with other children

8. (5 points)
    - a. Carpeted barrel activities
    - b. Scooterboard activities
    - c. Sit and spin activities
    - d. Spring horse activities
    - e. Air mattress activities
9. Evaluated to the satisfaction of the instructor (25 points)
10. Evaluated to the satisfaction of the instructor (50 points)
11. Evaluated to the satisfaction of the instructor (20 points)
12. Performance skills evaluated to the satisfaction of the instructor
    - a. (10 points)
    - b. (10 points)

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to work with parents of special needs children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with working with parents of special needs children to their correct definitions.
2. Discuss guidelines for working with parents of special needs children.
3. Discuss ways to deal with concerns of parents with special needs children.
4. Select from a list suggestions to give parents for working with their special needs child.
5. List ways to communicate with parents.
6. Select from a list reasons for involving parents of special needs children.
7. List community agencies that might provide assistance to parents with special needs children.
8. State actions legally requiring parental consent to determine special needs of children.
9. Gather information about agencies in your community.
10. Respond to parents' concerns for their special needs children.
11. Plan activities that parents can present at home to their special needs children.

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials planned to supplement unit.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Develop appropriate learning activities for special needs students.

  G. Review with students Unit V--Parent/Teacher and Community Relations.

  H. Emphasize to students that parental consent must be given before any special testing or referring can be done with their children.

  I. Have students attend a parents' meeting.

  J. Have students plan a parents' meeting and use one of the agencies from Assignment Sheet #1 as a resource.

  K. Review with students procedures for conducting a home visit and a parent conference.

  L. When doing Assignment Sheet #1, invite as many people from the local agencies as possible for resource people.

  M. Provide students with activity books when doing Assignment Sheet #3.

  N. Have students role play a parent conference.

  O. It may be possible to obtain books listed in A-H of this unit reference from your local Head Start Center. These books are a series of books on mainstreaming children with handicaps into the regular child care setting, working with parents, common definitions, physical settings, and where to find help in your area.

  P. Give test.

  Q. Reteach, if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Assignment sheets

   1. Assignment Sheet #1--Gather Information About Agencies In Your Community

   2. Assignment Sheet #2--Respond To Parents' Concerns For Their Special Needs Children

   3. Assignment Sheet #3--Plan Activities That Parents Can Present At Home To Their Special Needs Children

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Alonso, Lou, et al. *Mainstreaming Preschoolers: Children with Visual Handicaps*. Washington, D.C.: U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1980.

B. Baer, Sandra A., et al. *Mainstreaming Preschoolers: Children with Learning Disabilities*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

C. Connor, Frances Partridge, et al. *Mainstreaming Preschoolers: Children with Orthopedic Handicaps*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

D. Donovan, John, et al. *Mainstreaming Preschoolers: Children with Hearing Impairment*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

E. Favors, Aaron, Jr., et al. *Mainstreaming Preschoolers: Children with Speech and Language Impairments*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

F. Hailey, Linda Gaines, et al. *Mainstreaming Preschoolers: Children with Emotional Disturbance*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

SUGGESTED ACTIVITIES

G. Healy, Alfred, et al. *Mainstreaming Preschoolers: Children with Health Impairments*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, 1979.

H. Lynch, Eleanor Whiteside, et al. *Mainstreaming Preschoolers: Children with Mental Retardation*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, n.d.

I. Smith, Michele A. *Teaching Young Children with Special Needs*. Anchorage, Alaska: Easter Seal Society for Alaska Crippled Children and Adults, Inc., 1974.

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Diagnostic team--Group of people that gathers information from a variety of sources in order to get an inclusive picture of a child's functioning and to identify problem areas

   B. Individualized education plan--Written statement developed in meetings of a diagnostic team, the parents, and the child's caregiver; educational goals for the child, classroom activities, the involvement of parents, special services to be provided by other agencies, and details of evaluation procedures are determined

   C. Family--A related group sharing a common dwelling

   D. Parent--One who bears or acquires children

   E. Surrogate parent--Substitute father or mother

II. Guidelines for working with parents of special needs children (Assignment Sheet #3)

   A. Establish and maintain contact

      1. Invite parents to observe and participate in the classroom

      2. Work out child's educational goals in conference with parents

   B. Know the family's limits--Be sure the suggestions that are given can be included in the family's daily routine

   C. Be reassuring but honest--Do not tell parents child is making progress unless progress is being made

   (NOTE: When giving this type of information, be as positive as possible.)

III. Ways to deal with concerns of parents with special needs children (Assignment Sheet #2)

   A. Mainstreaming their children in the classroom

      1. Reassure parents that the child is wanted in the child care center by both caregiver and other children

      2. Reassure parents that the child will enjoy and learn from the classroom situation

INFORMATION SHEET

B. Acceptance by other children

  1. Reassure parents that preschool-age children's outlook is positive and refreshing

  2. Tell parents that teasing or bullying of any child is not allowed

C. Teacher's time

  1. Discuss time schedule and explain that aides and volunteers will help with children with special needs

  2. Discuss any outside assistance that the child should have

  EXAMPLE: Speech therapist

D. Child's future

  1. Make it clear that long-range predictions cannot be made

  2. Reassure parents that you will help their child learn as much as possible

IV. Suggestions to give parents for working with their special needs child (Assignment Sheet #1)

A. Encourage parents to discuss with the child what he or she is doing during the daily routine

EXAMPLES: Describe what is being done when lights are turned off; when the table is set; name the colors found in the house; point out and name objects

B. Encourage parents to allow child to be as independent as possible

(NOTE: Independence helps children feel good about themselves.)

C. Emphasize to parents the importance of giving child praise and encouragement

(NOTE: The child should be praised for trying even if failure or mistakes result.)

D. Encourage and help parents to seek help from professional agencies for help in their community

EXAMPLE: Speech program

V. Ways to communicate with parents

A. Home visits

B. School visits by parents

INFORMATION SHEET

C. Telephone conversations

D. Casual visits

E. Planned conferences

VI. Reasons for involving parents of special needs children (Assignment Sheet #2)

A. Parents know their children's strengths and limitations

B. Parents can help caregiver understand and plan for their child

C. Parents make good volunteers when working with special needs children

VII. Community agencies that might provide assistance to parents with special needs children (Assignment Sheet #1)

A. Department of Human Services

B. Public schools

C. State and local health departments

D. Special needs organizations

EXAMPLES: Easter Seals, March of Dimes

E. Colleges and universities

F. Extension services

VIII. Actions legally requiring parental consent to determine special needs of children

A. For diagnostic process to take place

B. To give permission to put into effect the individualized education plan

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

ASSIGNMENT SHEET #1--GATHER INFORMATION ABOUT AGENCIES IN YOUR COMMUNITY

NAME________________________________ SCORE ____________________

There are many agencies available that can provide assistance for children with special needs. Many parents are unaware that these agencies exist or of the service that they provide. It is your responsibility as a child care employee to be familiar with these agencies and the people that work there and to inform parents of the services.

Gather information about agencies in your local community by contacting the agencies listed in the charts on the next pages. In the blank spaces list other agencies that are found in your community and gather information about them.

(NOTE: Some of the agencies that are listed may not be in your community, but a regional center may service your community.)

ASSIGNMENT SHEET #1

AGENCY	ADDRESS AND PHONE NUMBER	PERSON TO CONTACT	SERVICE THAT AGENCY PROVIDES
County extension center			
Public schools			
Local health department			
Local mental health service			
Project Head Start			
Department of Human Services			

ASSIGNMENT SHEET #1

AGENCY	ADDRESS AND PHONE NUMBER	PERSON TO CONTACT	SERVICE THAT AGENCY PROVIDES
Colleges or universities			
Bureau of Indian Affairs			
Lions Club			
Chamber of Commerce			
Jaycees			
Regional Guidance Center			

ASSIGNMENT SHEET #1

AGENCY	ADDRESS AND PHONE NUMBER	PERSON TO CONTACT	SERVICE THAT AGENCY PROVIDES

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

ASSIGNMENT SHEET #2--RESPOND TO PARENTS' CONCERNS FOR THEIR SPECIAL NEEDS CHILDREN

NAME ______________________ SCORE ______________

Parents of special needs children have concerns that their child might not "fit in" to the child care setting. It is the responsibility of the child care worker to assure the parents that their child will benefit from the child care setting and learn from the situation.

Respond to parents' concerns about their special needs child being in the child care center.

A. Mary Brook has Down's Syndrome and cystic fibrosis. Her mother is concerned about the other children accepting Mary Brook. As a child care employee, what would you say to Mary Brook's mother to reassure her?

B. Justin is a hemophiliac. His father wants Justin to be involved with other children but is very much afraid that he will get hurt while playing with the other children at the child care center. As a child care employee, what would you say to Justin's father to reassure him?

C. Monroe is blind. He has been in a special school for about two years. His parents were transferred, and now Monroe is coming to the child care center where you work. His parents are afraid that the caregiver will not have enough time to give Monroe any attention. As a child care employee, what would you say to Monroe's parents to reassure them?

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

ASSIGNMENT SHEET #3--PLAN ACTIVITIES THAT PARENTS CAN PRESENT AT HOME TO THEIR SPECIAL NEEDS CHILDREN

NAME ______________________ SCORE ______________

With many child care programs such as Project Head Start, the caregiver is responsible for developing part of an individualized education plan. The other parts of the plan are developed by the parent and a professional person such as a speech therapist. In implementing this plan, it is important for the parent to be able to present activities to the children at home. These activities need to be inexpensive and something the parents can do without neglecting their other children. The activities also need to fit into the family's daily routine.

EXAMPLES: Sorting buttons; feely box; feeling textures; play dough

Using the Information Sheet, activity books, and other resources, plan seven activities for children that parents can present at home by answering the following questions about each activity.

ACTIVITY #1

A. Name and activity ______________________

B. Objective of activity ______________________

C. Equipment and supplies needed ______________________

D. Procedure for making activity ______________________

E. Procedure for presenting activity to children ______________________

ASSIGNMENT SHEET #3

ACTIVITY #2

A. Name and activity ______________________

B. Objective of activity ______________________

C. Equipment and supplies needed ______________________

____

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____

____

D. Procedure for making activity ______________________

____

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____

E. Procedure for presenting activity to children ______________________

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____

ASSIGNMENT SHEET #3

ACTIVITY #3

A. Name and activity ____________________

B. Objective of activity ____________________

C. Equipment and supplies needed ____________________

____

____

____

____

____

____

D. Procedure for making activity ____________________

____

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____

E. Procedure for presenting activity to children ____________________

____

____

____

____

____

____

ASSIGNMENT SHEET #3

ACTIVITY #4

A. Name and activity ____________________

B. Objective of activity ____________________

C. Equipment and supplies needed ____________________

D. Procedure for making activity ____________________

E. Procedure for presenting activity to children ____________________

ASSIGNMENT SHEET #3

ACTIVITY #5

A. Name and activity ______________________________

B. Objective of activity ______________________________

C. Equipment and supplies needed ______________________________

D. Procedure for making activity ______________________________

E. Procedure for presenting activity to children ______________________________

ASSIGNMENT SHEET #3

ACTIVITY #6

A. Name and activity ______________________________

B. Objective of activity ______________________________

C. Equipment and supplies needed ______________________________

____

____

____

____

____

____

D. Procedure for making activity ______________________________

____

____

____

____

____

____

E. Procedure for presenting activity to children ______________________________

____

____

____

____

____

____

ASSIGNMENT SHEET #3

ACTIVITY #7

A. Name and activity

B. Objective of activity

C. Equipment and supplies needed

D. Procedure for making activity

E. Procedure for presenting activity to children

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: These are suggested answers.)

A. "We are concerned with all children, whether handicapped or not. We will try to plan activities that will meet her needs."

B. "We try to have a staff member near Justin at all times to protect him from accidents as much as possible. We will make necessary arrangements to get Justin to the hospital if a serious accident occurs."

C. "We will consult with a specialist who can help plan activities for Monroe. We will rearrange the room as little as possible, and when we do, we will make Monroe aware of it."

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with working with parents of special needs children to their correct definitions. Write the correct numbers in the blanks.

_____a. Group of people that gathers information from a variety of sources in order to get an inclusive picture of a child's functioning and to identify problem areas

_____b. Written statement developed in meetings of a diagnostic team, the parents, and the child's caregiver; educational goals for the child, classroom activities, the involvement of parents, the special services to be provided by other agencies, and details of evaluation procedures are determined

_____c. A related group sharing a common dwelling

_____d. One who bears or acquires children

_____e. Substitute father or mother

1. Parent
2. Individualized education plan
3. Surrogate parent
4. Diagnostic team
5. Family

2. Discuss guidelines for working with parents of special needs children.

    a. Establish and maintain contact--______________________________
    ____
    b. Know the family's limits--______________________________
    ____
    c. Be reassuring but honest--______________________________
    ____

3. Discuss ways to deal with concerns of parents with special needs children. Discuss one from each category.

    a. Mainstreaming their children in the classroom--____________________
    ____
    b. Acceptance by other children--______________________________
    ____

TEST

c. Teacher's time--______________________________

____

d. Child's future--______________________________

______________________________.

4. Select from the following list suggestions to give parents for working with their special needs child. Mark each correct answer with an "X."

_____a. Encourage parents to discuss with the child what he or she is doing during the daily routine

_____b. Encourage parents to allow child to be as independent as possible

_____c. Encourage parents to teach child to read

_____d. Encourage parents to teach child to count

_____e. Emphasize to parents the importance of giving child praise and encouragement

_____f. Encourage and help parents to seek help from professional agencies for help in their community

_____g. Encourage parents to be sure child does everything right

5. List four ways to communicate with parents.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

6. Select from the following list reasons for involving parents of special needs children. Mark each correct answer with an "X."

_____a. Parents know their children's strengths and limitations

_____b. Parents can help caregiver understand and plan for their child

_____c. Parents can offer suggestions as to what to do with the other children

_____d. Parents make good volunteers when working with special needs children

_____e. Parents can compare their child to the other children

TEST

7. List five community agencies that might provide assistance to parents with special needs children.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

8. State actions legally requiring parental consent to determine special needs of children.

   a. ____________________

   b. ____________________

(NOTE: Test questions nine-11 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Gather information about agencies in your community.

10. Respond to parents' concerns for their special needs children.

11. Plan activities that parents can present at home to their special needs children.

WORKING WITH PARENTS OF SPECIAL NEEDS CHILDREN
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 150.)

1. (10 points)
    a. 4
    b. 2
    c. 5
    d. 1
    e. 3
2. (15 points)

    Discussion should include the following

    a. Establish and maintain contact
        1) Invite parents to observe and participate in the classroom
        2) Work out child's educational goals in conference with parents

    b. Know the family's limits--Be sure the suggestions that are given can be included in the family's daily routine

    c. Be reassuring but honest--Do not tell parents child is making progress unless progress is being made
3. (20 points)

    Discussion should include one from each category

    a. Mainstreaming their children in the classroom
        1) Reassure parents that the child is wanted in the child care center by both caregiver and other children
        2) Reassure parents that child will enjoy and learn from the classroom situation

    b. Acceptance by other children
        1) Reassure parents that preschool-age children's outlook is positive and refreshing
        2) Tell parents that teasing or bullying of any child is not allowed

ANSWERS TO TEST

c. Teacher's time

   1) Discuss time schedule and explain that aides and volunteers will help with children with special needs

   2) Discuss any outside assistance that the child should have

d. Child's care

   1) Make it clear that long-range predictions cannot be made

   2) Reassure parents that you will help their child learn as much as possible

4. (14 points)

   a, b, e, f

5. (4 points)

   Answer should include any four of the following

   a. Home visits

   b. School visits by parents

   c. Telephone conversations

   d. Casual visits

   e. Planned conferences

6. (10 points)

   a, b, d

7. (5 points)

   Answer should include any five of the following

   a. Department of Human Services

   b. Public schools

   c. State and local health departments

   d. Special needs organizations

   e. Colleges and universities

   f. Extension services

ANSWERS TO TEST

8. (2 points)
    a. For diagnostic process to take place
    b. To give permission to put into effect the individualized education plan
9. Evaluated to the satisfaction of the instructor (15 points)
10. Evaluated to the satisfaction of the instructor (20 points)
11. Evaluated to the satisfaction of the instructor (35 points)